REPORT RESUMES

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A SUMMARY REPORT AND EVALUATION OF TITLE I, P.L. 89-10, PROJECTS, SCHOOL YEAR 1965-66.
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HAWAII STATE DEPT. OF EDUCATION, HONOLULU
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DESCRIPTORS- *PROGRAM EVALUATION, *PROGRAM DESCRIPTIONS, *COMPENSATORY EDUCATION PROGRAMS, *FEDERAL PROGRAMS, BASIC SKILLS, CHANGING ATTITUDES, PROGRAM PLANNING, PROGRAM ADMINISTRATION, TABLES (DATA), PROGRAM IMPROVEMENT, EXPENDITURES, STUDENT ENROLLMENT, SCHOOL DISTRICTS, INSTRUCTIONAL MATERIALS, TEACHER AIDES, LANGUAGE ARTS, SCHOOL SERVICES, STUDY CENTERS, FIELD TRIPS, HAWAII, ESEA TITLE 1, PROJECT FOLLOW THROUGH, PROJECT HEAD START

THIS EVALUATION REPORT OF HAWAII'S ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, ACTIVITIES PRESENTS INFORMATION ABOUT THE NUMBER OF PROJECTS, THE NUMBER AND PERCENTAGE OF STUDENTS AND SCHOOLS COVERED BY TITLE I, AND THE ALLOCATIONS OF TITLE I FUNDS IN THE SEVEN SCHOOL DISTRICTS. IT ALSO DISCUSSES PERSONNEL, SERVICES, PROJECTS, EQUIPMENT, AND SUPPLIES IN THE PUBLIC SCHOOL. MOST EMPHASIZED IN THE MAJORITY OF THE PROGRAMS WERE IMPROVEMENTS IN BASIC SKILLS AND IN ATTITUDES. REPORTS FROM 74 OF THE 94 TITLE I PROJECTS RECOMMENDED THAT THERE BE ADDITIONAL FUNDS, INSERVICE TRAINING, MORE TIME AND HELP FOR PLANNING AND EVALUATING PROJECTS, GREATER CLARITY OF DIRECTIONS AND GUIDELINES, AND REDUCED PAPER WORK. IT IS RECOMMENDED THAT THE SIZE OF THE STATE DEPARTMENT OF EDUCATION BE INCREASED IN ORDER TO PROPERLY ADMINISTER TITLE I AND THAT THERE BE IMPROVEMENT IN THE COLLECTION OF PROJECT RECORDS AND DATA. ALSO, SCHOOLS SHOULD INCLUDE BOTH SUBJECTIVE AND OBJECTIVE EVIDENCE TO SUBSTANTIATE CLAIMS OF PROGRESS, AND A STANDARD FORM SHOULD BE AVAILABLE FOR SUCH REPORTS. SEPARATE UNITS OF PROJECTS SHOULD BE EVALUATED SEPARATELY AND EVALUATORS SHOULD BE TRAINED FOR SUCH A TASK BY TITLE I OFFICIALS. MOST OF THE REPORT CONSISTS OF TABLES AND ACCOMPANYING DESCRIPTIONS. (NH)

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A SUMMARY REPORT AND EVALUATION OF TITLE I, P.L. 89-10, PROJECTS

SCHOOL YEAR 1965-66

UD 004 999

STATE OF HAWAII
DEPARTMENT OF EDUCATION
Office of Federal Programs
November, 1966

Prepared by Philip K. Ige

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PART I

SUMMARY INTRODUCTION:

DESCRIPTION AND EVALUATION OF TITLE I PROJECTS

P.L. 89-10, IN HAWAII

SUMMARY INTRODUCTION

Under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10, enacted into law by the 89th Congress, 100 or about 50 per cent of the approximately 200 Hawaii State public schools, were able to finance a total of 94 projects (96 projects, adding Projects Head Start and Follow Through,[1] co-sponsored by the Hawaii State Department of Education and the Office of Economic Opportunity) to improve the quality of education of economically[2] and educationally[3] deprived elementary and secondary pupils, including those in kindergartens and pre-schools.

An estimated 12,130 disadvantaged students, or 16.4 per cent of the 74,141 enrolled in the 100 eligible schools,[4] directly benefited from these federally supported programs; while in other instances whole schools and areas were aided by them. (See Table 1.) Of the total number of disadvantaged students, the four school districts on Oahu had an estimated 8,790 (72.5 per cent) involved in 42 (44.7 per cent) projects; Hawaii District (Island of Hawaii) 2,114 (17.4 per cent) in 37 (39.4 per cent) projects; Maui District (includes the islands of Molokai and Lanai) 891 (7.3 per cent) in 12 (12.8 per cent) projects; and Kauai District 335 (2.7 per cent) in 3 (3.2 per cent) projects.

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[1] See Appendix V, Riyono Kobayashi's "Report of Project Head Start and Follow-Through, State of Hawaii, June 27, 1966 - August 19, 1966."

[2] The School Programs for Educationally Deprived Children (U.S. Dept. of Health, Education, and Welfare. Office of Education) defines the low-income family in the following: "During the year ending June 30, 1966, a family is deemed to be a low-income if it has an annual income of less than $2,000 or receives assistance under the program of aid to families with dependent children (AFDC) under Title IV of the Social Security Act." (pp. 1)

[3] The same source above defines educationally deprived children in the following: "Children whose educational achievement is below that normally expected of children of their age and grade, including children who are handicapped because of physical, mental, or emotional impairment." (pp. 1)

[4] In the source above the eligibility of a local educational agency ("An agency which has administrative control and direction of free public education in a county, township, independent, or other school district in a State.") to receive grants is explained in the following: "The basis for determining eligibility is the number of children aged 5 to 17, as shown on the 1960 Census, who are from families with incomes of less than $2,000 a year. The Act provides that eligibility be determined on a district basis, if satisfactory data are available. When satisfactory data are not available on a district basis--as is the case for fiscal year 1966--all local educational agencies in a county which had at least 100 such children may be considered eligible." (pp. 2) (Continued on Page 3)

And of the $2,227,462 allotted to the state of Hawaii as of June 1966, Oahu's four school districts had $1,716,626 or 77.1 per cent; Hawaii $238,243 or 10.7 per cent; Maui $165,773 or 7.4 per cent; and Kauai $106,820 or 4.8 per cent. (For figures extending into July and August 1966, see Table 3.) Of the $1,608,960.61 expended and encumbered for Title I projects in Hawaii as of June 1966, $678,115.36, or 42 per cent of the total, went for wages and salaries ("Personal" category); $257,993.83, or 16 per cent for supplies; and $672,851.42, or 42 per cent, for books and equipment. (See Table 2.)

Of the various kinds of personnel and services, activities, equipment, and supplies utilized by Hawaii public schools under Title I, the following categories were most popular:[1]

1.	Equipment	95	schools	(95 %)
2.	Supplies	84	"	(84 %)
3.	Classroom Assistants	74	"	(74 %)
4.	Certificated Teachers	62	"	(62 %)
5.	Field Trips	56	"	(56 %)
6.	Study and Tutorial Centers	49	"	(49 %)

Other preferences are indicated in the following:

1.	In-service Training	32	schools	(32 %)
2.	Others (doctors, psychologists, social workers, consultants...)	29	"	(29 %)
3.	Coordinators, Directors	29	"	(29 %)
4.	Clerks, Secretaries	25	"	(25 %)
5.	Custodial	19	"	(19 %)
6.	Counseling	15	"	(15 %)

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[4] The document further states: "The number of children aged 5 to 17, inclusive, from families with an annual income of less than $2,000 plus the number of children aged 5 to 17, inclusive, from families receiving AFDC payments in excess of $2,000 a year, multiplied by one-half the average per pupil expenditure for free public education in the State." (pp. 5)

[1] Figures were derived from the original reports of schools. See Table 5.

7. Pre-School	14 schools	(14 %)
8. Renovation	9 "	(9 %)
9. Food Services	5 "	(5 %)

In the area of curriculum language arts and the categories of "General" (including Pre-School) and "Attitudes" (self-image, motivation, social skills) received the highest number of counts. Seventy-five schools (75%) used their Title I projects to improve the basic skills or general instruction of the students. (See Table 6.) Forty-five schools (45%) concentrated upon the improvement of their language arts programs. Twenty-seven schools (27%) placed a major emphasis of their projects upon improving the attitudes of their students--to improve the self-image, motivation, or social skills of students. None of the schools or only one or two placed the primary emphasis of their projects upon social studies, science, mathematics, physical education, or music.

For the evaluative purposes of this report 74 of the 94 Title I projects were grouped into the following categories according to their similarities:

1. Audio-Visual Center, Instructional Materials Center, Educational Television;
2. Decreasing School Alienation--the Identification of Style, and Some Similar Projects;
3. Field Trips;
4. Classroom Assistants;
5. After-school Tutoring and Study Centers;
6. Classroom Assistants, Study Centers, and Cultural Enrichment Programs in Various Schools;
7. Language Arts;
8. Pre-Schools.

A total of 978 responses were made, 61 schools to 11 items, one of which was an open-ended type of question, with sub-items ranging from "a" to "i". Each of the items called for a rating of "Excellent," "Fair," or "Poor". A total of 552 or 56.4 per cent of the responses fell into the category of "Excellent"; 360 or 36.8 per cent in "Fair"; and 66 or 6.8 per cent in "Poor". (See Table 16.)

In addition to these, there were three other open-ended items of evaluation: "I. Outstanding aspects of the project"; "II. Recommendations for the improvement of the project"; and "III. Comments". In general, all of the schools explicitly or implicitly recommended continuation of their Title I projects, expanding them in certain cases and suggesting modifications in others. (See Tables 17, 18, 19, 20, 21, 22, 23.)

Other major recommendations included the following:

1. Provide additional funds for supplies and equipment, classroom assistants and other aides, consultants, and field trips;
2. Provide in-service training for teachers and assistants;
3. Provide more time and help in devising and evaluating projects;
4. Provide clearer directions and guidelines on all projects;
5. Reduce paper work and "red tape."

Many strengths and values were evident in these projects:

1. Student needs (academic, psychological, social, and health), unmet or unrecognized by home, school, or state, were now beginning to be recognized or met in varying ways and degrees;
2. Books, supplies, and equipment unavailable before were now available to students and schools;
3. Special services (counseling, tutorial, clerical, supervisory, etc.) unavailable before were now available in varying degrees;
4. Students frequently neglected or even dropped were being retained and helped in a variety of ways not possible or attempted before in schools and communities;
5. Parents not involved in school or community affairs before were now being involved;

6. More schools and community people were beginning to see the negative ramifications of poverty; the existence of talent among the economically, culturally, and educationally deprived; and the possibilities of helping them;

7. Student attitudes toward themselves and others, and some, at least, of their academic work were beginning to show improvement;

8. Teacher and administrative awareness and competencies in various areas were being improved or challenged by Title I projects, personnel or problems.

On the other hand, as might be expected in first-year projects of this magnitude, with the attending problems of unfamiliar roles and additional demands of time and labor, there were problems and weaknesses such as

1. flaws in communication or coordination among State, District Office, and school officials and affected community agencies; and even among divisions within the State's Department of Education, and among school teachers, parents, and others from the larger communities;

2. lack of time in schools to prepare for projects;

3. lack of adequately trained personnel and consultants, and adequate staff in schools to handle additional duties and paper work required by the projects;

4. inadequate collection and storage of operational data on the projects by State Office for possible and facile retrieval of data for informational, reporting, or evaluative purposes;

5. inadequate understanding among school project personnel of evaluation and knowledge of evaluative instruments.

Even before the first year of Title I, 89-10, ended, however, efforts were being made to correct some of these weaknesses. A full-time director was hired to assume the sole responsibility of overseeing the Title I Program previously one among a number of federal aid programs under a director of all federal aid programs. Operational data were being gathered in the second year of Title I projects. A four-day state-wide evaluation conference was held in October to assist school people strengthen that aspect of their projects.

In addition to the obvious need to correct the first-year weaknesses of the projects just cited, the writer of this report makes the following recommendations:

1. That the State Office of the Department of Education (and possibly the District Offices) be properly staffed--administratively and clerically--and that there be a clear understanding and coordination on the State level as to the functions of the Title I Director, the Office of Research, Statistics, and Data Processing, and the Office of Business Services;

2. That there be a continuously adequate collection of project records and data so that reports of any nature--evaluative or otherwise--can be written in reasonable clarity, comprehensiveness, time, and facility;

3. That several types of evidences--both subjective and objective--accompany evaluation reports to substantiate school claims of academic and attitudinal progress by students;

4. That the names of the school project evaluator(s) be included in the evaluation form or report;

5. That the State Office or the U. S. Office of Education consider developing an instrument to record the progress of projects and/or students in uniform order;

6. That if projects are composite in nature, schools make separate evaluations for component elements. For example, for a Language Arts Improvement Project utilizing new materials and equipment, classroom assistants, field trips, and in-service training, separate evaluations should be made for each of these elements, as well as for the academic and attitudinal components;

7. That adequate in-service training in educational evaluation be provided for school project evaluators by Title I officials so that evaluations are properly made and reported.

PART II

TABLES OF VARIOUS HAWAII STATE PROJECTS UNDER TITLE I, P.L. 89-10, WITH ACCOMPANYING COMMENTS

A. A BRIEF STATEMENT ON THE PUBLIC SCHOOL STRUCTURE OF THE STATE OF HAWAII

Public school education in the state of Hawaii is unique among educational systems in the United States in the sense that it is centralized. There is only one public school system in the Island State. Ranking among the 10 largest school systems in the country, the Department of Education of the state of Hawaii more closely resembles a large municipal or local school district rather than the usual department of education of other states. In the school year 1965-1966 it exercised the over-all administration and supervision of approximately 200 public elementary and secondary schools, 6,970 certificated professional personnel, 1,750 classified personnel, and about 160,000 students distributed among the seven inhabited islands of Oahu, Hawaii, Maui, Molokai, Lanai, Kauai, and Niihau.[1]

The four District Offices on Oahu and the three District Offices on the neighboring islands--Hawaii, Maui (includes the islands of Molokai and Lanai), and Kauai (includes the island of Niihau)--provide intermediate administration, supervision, and direct service to the schools within their respective districts. The Oahu Districts--Honolulu, Central, Leeward, and Windward--enrolled 127,643 students or 78.7 per cent of the total state public school student population; Hawaii 16,973 or 10.4 per cent; Maui 10,633 or 6.6 per cent; and Kauai 6,940 or 4.3 per cent. And 74.8 per cent of the total certificated personnel worked in the four Oahu districts; 11.6 per cent in the Hawaii District; 7.4 per cent in the Maui District; and 4.7 per cent in the Kauai District.[2]

[1, 2] Hawaii. Dept. of Education. Office of Research, Statistics, and Data Processing, Annual Report on Certificated Personnel in Hawaii's Public Schools, 1965-66, (Research Report #23), May 1, 1966. pp. 1-8.

Of the 1,119 (87.7%) classroom teachers directly engaged in instruction, more than half--3,583 (51.4%)--were elementary teachers; 1,964 (28.2%) secondary teachers; and 294 (4.2%) elementary-secondary classroom teachers (that is, in K-12 or K-8 type of schools). In the school year 1965-66 there were 94,234 elementary students; 34,886 intermediate; and 30,379 high school students.[3]

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[3] Hawaii. Dept. of Education. Office of Research, Statistics, and Data Processing, Annual Report on Certificated Personnel in Hawaii's Public Schools, 1965-66, (Research Report #23), May 1, 1966. pp. 1-8.

B. TABLES OF VARIOUS TITLE I ALLOTMENTS, EXPENDITURES AND PROJECTS AND ACCOMPANYING DESCRIPTIONS

Table 1
A Summary of the Number and PerCentage of Hawaii Public Schools and Students Affected by Title I, P. L. 89-10; Projects and Allocations, as of June 1966

Districts		Public Schools in State		Public Schools Under Title I, P. L. 89-10				Disadvant. Pupils						
		Number	Enrollment	Number	PerCent	Enrollment	PerCent	Number	PerCent	Number of Projects	Appropriations	Allotment	Expenditures and Encumbrances	Unexpended Balance 6/30/66
Honolulu - Total		53	52,659	29	54.7	29,282	55.6	5,421	18.5	4	1,095,001	1,095,001	747,288	347,713
Elementary	K-6	39	29,178	22	56.4	17,322	59.4	3,441	19.9					
Elem.-Jr. High	K-9													
Junior High	7-9	9	12,030	4	44.4	4,870	40.5	1,065	21.9					
Elem.-High	K-12													
Jr.High-Sr.High	7-12													
Senior High	10-12	5	11,451	3	60.0	7,090	61.9	915	12.9					
Central - Total		28	28,697	5	17.9	4,943	17.2	639	12.9	5	72,384	72,384	65,027	7,357
Elementary	K-6	21	18,420	2	9.5	1,533	8.3	292	19.1					
Elem.-Jr. High	K-9													
Junior High	7-9	3	3,720	1	33.3	928	24.9	83	8.9					
Elem. - High	K-12													
Jr.High-Sr.High	7-12	4	6,557	2	50.0	2,482	37.9	264	10.6					
Senior High	10-12													
Leeward - Total		19	21,675	5	26.3	7,214	33.3	1,391	19.3	19	262,775	262,775	239,811	22,964
Elementary	K-6	10	8,144	2	20.0	1,808	22.2	369	20.4					
Elem.-Jr. High	K-9	4	5,522	1	25.0	1,612	29.2	345	21.4					
Junior High	7-9	1	1,032											
Elem. - High	K-12	1	2,103	1	100.0	2,103	100.0	377	17.9					
Jr.High-Sr.High	7-12	3	4,874	1	33.3	1,691	34.7	300	17.7					
Senior High	10-12													
Windward - Total		24	23,109	11	45.8	8,105	35.1	1,339 2/	16.5	14	286,466	286,466	246,841	39,625
Elementary	K-6	15	12,139	4	26.7	1,813	14.9	364 2/	20.1					
Elem.-Jr. High	K-9	4	2,479	4	100.0	2,479	100.0	674	27.2					
Junior High	7-9	2	3,021	1	50.0	955	31.6	2/						
Elem.-High	K-12	1	1,150	1	100.0	1,150	100.0	153	13.3					
Jr.High-Sr.High	7-12	2	4,320	1	50.0	1,708	39.5	148	8.7					
Senior High	10-12													
Oahu - Total		124	126,140	50	40.3	49,544	39.3	8,790	17.7	42	1,716,626	1,716,626	1,298,967	417,659
Elementary	K-6	85	67,881	30	35.3	22,476	33.1	4,466	19.9					
Elem.-Jr. High	K-9	8	8,001	5	62.5	4,091	51.1	1,019	24.9					
Junior High	7-9	15	19,803	6	40.0	6,753	34.1	1,148	17.0					
Elem.-High	K-12	2	3,253	2	100.0	3,253	100.0	530	16.3					
Jr.High-Sr. High	7-12	9	15,751	4	44.4	5,881	37.3	712	12.1					
Senior High	10-12	5	11,451	3	60.0	7,090	61.9	915	12.9					

Table 1 cont'd

Districts	Public Schools in State		Public Schools Under Title I, P. L. 89-10									Expenditures and Encumbrances	Unexpended Balance 6/30/66
	Number	Enrollment	Number	PerCent	Enrollment	PerCent	Disadvant. Pupils Number	Disadvant. Pupils PerCent	Number of Projects	Appropriations	Allotment		
Hawaii - Total	38	16,643	27	71.1	12,946	77.8	2,114 3/	16.3	37	238,243	238,243	163,052	75,191
Elementary K-6	18	5,290	10	55.6	2,544	48.1	709 3/	27.9					
Elem.-Jr. High K-9	11	3,248	8	72.7	2,297	70.7	534 3/	23.2					
Junior High 7-9	2	1,651	2	100.0	1,651	100.0	237	14.4					
Elem.-High K-12	5	3,396	5	100.0	3,396	100.0	120 3/	3.5					
Jr. High-Sr.High 7-12	1	980	1	100.0	980	100.0	103	10.5					
Senior High 10-12	1	2,078	1	100.0	2,078	100.0	411	19.8					
Maui - Total	24	10,645	15	62.5	7,180	67.4	891 4/	12.4	12	165,773	165,773	98,535	67,238
Elementary K-6	2	1,161	1	50.0	860	74.1	128	14.9					
Elem-Jr. High K-9	15	5,444	8	53.3	2,603	47.8	421 4/	16.2					
Junior High 7-9													
Elem.-High K-12	3	1,044	3	100.0	1,044	100.0	207	19.8					
Jr. High-Sr.High 7-12	4	2,996	3	75.0	2,673	89.2	135 4/	5.1					
Senior High 10-12													
Kauai - Total	14	6,926	8	57.1	4,471	64.6	335 5/	7.5	3	106,820	106,820	48,406	58,414
Elementary K-6	3	987	3	100.0	987	100.0	182	18.4					
Elem.-Jr. High K-9	8	3,057	3	37.3	1,503	49.2	75 5/	5.0					
Junior High 7-9													
Elem.-High K-12	1	1,119	1	100.0	1,119	100.0	5/						
Jr.High-Sr.High 7-12	2	1,763	1	50.0	862	48.9	78	9.1					
Senior High 10-12													
State - Total	200	160,354 1/	100	50.0	74,141	46.2	12,130	16.4	94	2,227,462	2,227,462	1,608,960	618,502
Elementary K-6	108	75,319	44	40.7	26,867	35.7	5,485	20.4					
Elem.-Jr. High K-9	42	19,750	24	57.1	10,494	53.1	2,049	19.5					
Junior High 7-9	17	21,454	8	47.1	8,404	39.2	1,385	16.5					
Elem.-High K-12	11	8,812	11	100.00	8,812	100.0	857	9.7					
Jr. High-Sr.High 7-12	16	21,490	9	56.3	10,396	48.4	1,028	9.9					
Senior High 10-12	6	13,529	4	66.7	9,168	67.8	1,326	14.5					

1/ Data based on Hawaii State Department of Education enrollment report for 1965-66 (Month and day of report not given).

2/ Data for Heeia (K-6), and King Intermediate (7-8) not included bacause unavailable.

3/ Data for Alae (1-6), Hokolau (K-6), Halaula (K-6), Honokaa High and Elementary (K-12), Honomu (1-6), Hookena (K-8), Kalanianaole (K-8), Kau High and Pahala Elementary (K-12), Kohala (K-12), Kurtistown (1-6), and Milolii (1-8) are not included because unavailable.

4/ Data for Baldwin High (9-12) and Keanae (1-8) not included because unavailable.

5/ Data for Kilauea (K-8), Waimea (K-12), and Wilcox (K-8) not included because unavailable.

Other sources: Hawaii. Dept. of Education. Office of Business Services, "Appropriation Expenditure Ledger", (for Title I, P.L. 89-10), June 30, 1966; ______, "Evaluation Progress Report," (for Title I, P.L. 89-10, for the school year 1965-66; "Quarterly Object of Expenditure Report", (for Title I, P.L. 89-10), June 1966; ______. Office of Research, Statistics, and Data Processing, Statistics on Public and Private School Pupil Membership, 1965-66, January 28, 1966.

In the first year of Title I, P.L. 89-10, the Elementary and Secondary Education Act of 1965, projects of the State of Hawaii schools generally got underway in February or March of 1966. Ninety-four (94) school projects, involving about 100, or 50 per cent, of the 200 public schools throughout the Islands and 74,141 or 46.2 per cent of the approximately 160,000 public school students, were in operation during the first year of P.L. 89-10, plus the two state-wide Head Start and Follow Through projects.

Private or non-public schools were not involved in these projects in any substantial or significant way. There were an estimated 1,560 non-public school students participating in Title I projects with a number of Hawaii state public schools in the school year 1965-66. This figure represented 2.1 per cent of the total number of public school students in Title I projects. The non-public school students participating in Title I projects represented 4.8 per cent of the 32,431 students enrolled in 99 private schools in the state of Hawaii.[1]

Under Title I, P.L. 89-10, a total of $2,449,944 was granted to the State of Hawaii for the school year 1965-66. Of this amount $75,000, or 3 per cent, were allocated for state administration, leaving $2,374,944 for possible projects. From this latter figure $2,227,462 were allotted to approved projects as of June, 1966, or $2,264,477 as of August 1966. Expenditures for all the Hawaii projects under Title I, P.L. 89-10, stood at an estimated $154,670, as of August 1966. (See Table 4.)

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[1] State of Hawaii. Dept. of Education. Office of Research, Statistics, and Data Processing. Statistics on Public and Private School Pupil Membership, 1965-66. Research Report No. 20. January 28, 1966, pp. 18, 19. Figures for the non-public school students were obtained from data contained in various Hawaii Title I project proposals in "Application for Federal Assistance for the Education of Children From Low-Income Families" (U.S. Dept. of Health, Education, and Welfare. Office of Education).

Table 2

Expenditures, Encumbrances, and PerCent of Funding in the Categories of "Personal", "Supplies", and "Equipment" in Hawaii Title I Projects as of June 1966.

Title I

Projects		Personal (A)	PerCent	Supplies (B)	PerCent	Equipment (C)	PerCent	Total
Honolulu:	#1	70,462.63		38,730.04		10,427.78		119,620.45
	2	397,775.96		72,626.54		79,018.85		549,421.35
	3	16,211.61		5,780.11		21,372.49		43,364.21
	4	16,832.03		7,583.26		10,466.64		34,881.93
Honolulu Total:		501,282.23	67%	124,719.95	17%	121,285.76	16%	747,287.94
Central:	#1	2,551.70		1,277.63		9,805.66		13,634.99
	2	4,584.05		945.11		8,931.19		14,460.35
	3	2,595.70		1,122.35		9,175.45		12,893.50
	4	2,580.78		833.70		9,230.35		12,644.83
	5	2,565.86		------		8,827.08		11,392.94
Central Total:		14,878.09	23%	4,178.79	6%	45,969.73	71%	65,026.61
Leeward:	#1	------		3,909.23		29,053.62		32,962.85
	1A	------		------		9,681.84		9,681.84
	1B	------		4,696.40		------		4,696.40
	2	------		791.06		80,795.19		81,586.25
	2A	17,295.70		------		------		17,295.70
	3	447.54		299.90		------		747.44
	3A	3,132.75		3,960.00		47,295.55		54,388.30
	4	------		------		21,009.87		21,009.87
	4A	2,344.29		------		------		2,344.29
	4B	28.35		3,297.40		------		3,325.75
	5	2,899.81		------		------		2,899.81
	7	------		2,000.00		------		2,000.00
	9	------		141.02		------		141.02
	11	------		407.20		2,592.80		3,000.00
	12	------		------		2,734.32		2,734.32
	13	------		------		997.40		997.40
Leeward Total:		26,148.44	11%	19,502.21	8%	194,160.59	81%	239,811.24
Windward:	#1	494.54		5,991.56		18,601.96		25,088.06
	2	7,809.90		3,202.47		9,839.15		20,851.52
	3	5,349.58		1,271.84		6,048.27		12,669.69
	3A	1,194.25		2,287.35		10,937.93		14,419.53
	4	2,060.00		626.09		3,344.32		6,030.41
	5	1,377.28		1,048.01		19,061.80		21,487.09
	6	7,739.52		1,683.22		5,098.63		14,521.37
	6A	3,719.59		1,566.34		2,743.90		8,029.83
	7	10,564.70		4,098.42		5,962.14		20,625.26
	8	2,387.12		4,198.07		18,224.04		24,809.23
	9	6,237.15		165.00		3,892.03		10,294.18
	9A	2,685.22		3,327.78		4,138.10		10,151.10
	10	5,001.38		6,616.07		43,314.39		54,931.84
	11	----		230.55		2,701.19		2,931.74
Windward Total:		56,620.23	23%	36,312.77	15%	153,907.85	62%	246,840.85
OAHU TOTAL:		598,928.99	46%	184,713.72	14%	515,323.93	40%	1,298,966.64

Table 2 - cont'd

Title I

	Projects	Personal (A)	PerCent	Supplies (B)	PerCent	Equipment (C)	PerCent	Total
Hawaii:	#1	355.00		102.18		64,918.94		65,376.12
	2	10,274.06		—		—		10,274.06
	3	330.00		67.26		762.50		1,159.76
	4	1,057.50		191.55		206.96		1,456.01
	5	752.99		725.23		2,094.22		3,572.44
	6	215.00		42.52		—		257.52
	7	3,787.80		—		—		3,787.80
	8	1,017.50		—		—		1,017.50
	9	947.00		191.92		—		1,138.92
	10	4,475.35		—		—		4,475.35
	11	—		504.26		2,595.50		3,099.76
	12	1,618.75		916.45		516.52		3,051.72
	13	—		60.02		—		60.02
	14	—		549.82		—		549.82
	15	895.07		—		—		895.07
	16	621.25		343.77		97.84		1,062.86
	17	1,045.00		30.74		199.00		1,274.74
	18	495.75		9,239.62		—		9,735.37
	20	—		2,954.70		—		2,954.70
	21	—		3,754.20		—		3,754.20
	22	2,818.32		—		—		2,818.32
	23	—		3,796.02		—		3,796.02
	24	895.06		—		—		895.06
	25	—		225.46		2,082.97		2,308.43
	26	85.02		2,155.71		566.55		2,807.28
	27	—		77.48		2,465.96		2,543.44
	28	—		576.42		6,775.15		7,351.57
	29	4,340.75		1,199.18		992.19		6,532.12
	30	—		3,215.53		—		3,215.53
	31	—		1,059.83		101.61		1,161.44
	32	—		1,451.74		54.71		1,506.45
	33	—		100.41		—		100.41
	35	—		1,318.42		63.88		1,382.30
	36	—		—		7,680.00		7,680.00
Hawaii Total:		36,027.17	22%	34,850.44	21%	92,174.50	57%	163,052.11
Maui	#1	4,361.22		946.58		1,872.25		7,180.05
	2	2,928.53		2,420.84		2,655.02		8,004.39
	3	21,303.98		978.40		—		22,282.38
	4	4,011.87		10,973.58		435.44		15,420.89
	5	—		2,727.11		909.72		3,636.83
	6	3,317.96		2,676.65		—		5,994.61
	7	3,195.21		2,847.81		—		6,043.02
	8	—		523.09		1,487.99		2,011.08
	9	—		1,418.17		—		1,418.17
	11	—		6,157.28		10,972.07		17,129.35
	12	—		1,590.92		7,823.68		9,414.60
Maui Total:		39,118.77	40%	33,260.43	34%	26,156.17	26%	98,535.37
Kauai:	#1	—		3,646.64		36,867.32		40,513.96
	2	4,040.43		1,382.60		2,329.50		7,752.53
	3	—		140.00		—		140.00
Kauai Total:		4,040.43	8%	5,169.24	11%	39,196.82	81%	48,406.49

Table 2 - cont'd

Title I

Projects	Personal (A)	PerCent	Supplies (B)	PerCent	Equipment (C)	PerCent	Total
OAHU TOTAL:	598,928.99	46%	184,713.72	14%	515,323.93	40%	1,298,966.64
HAWAII, MAUI (including LANAI and MOLOKAI), and KAUAI TOTAL:	79,186.37	25%	73,280.11	24%	157,527.49	51%	309,993.97
STATE TOTAL:	678,115.36	42%	257,993.83	16%	672,851.42	42%	1,608,960.61

Source: Basic data are derived from Hawaii. Dept. of Education.
Office of Business Services, "Quarterly Object of Expenditure Report", (Title I, P.L. 89-10 Projects), June 1966

A total of $1,608,960.61 was spent by the State of Hawaii on 87 projects as of June 1966. (See Table 3 for further Title I expenditures in the summer of 1966, and Table 1 for total number of Title I projects in Hawaii.) On an overall state-wide basis, 42 per cent of this amount, or $678,115.36 was spent on "Personal" or for wages and salaries of additional personnel hired for the projects, such as classroom assistants, certificated teachers, clerks, consultants, etc.

Sixteen per cent, or $257,993.83, was expended upon "Supplies," such as stationery and office supplies, various transportation, excursion, and other fees and service charges, and such other items that are expendable and do not last beyond a year. Forty-two per cent, or $672,851.42, was spent on "Equipment," such as office equipment and furniture, educational, recreational, and science equipment, classroom and library books and references, and such items that last beyond twelve months.

There was a difference in the way Oahu schools as a group used their Title I money as compared to schools in the districts of Hawaii, Maui, and Kauai. Neighbor island schools spent more than half of their money--$157,527.49 or 51 per cent--on equipment and the remainder--$79,186.37 or 25 per cent on wages and salaries, and $73,280.11 or 24 per cent on supplies.

Schools in the four Oahu districts spent $598,928.99 or 46 per cent on wages and salaries, $515,323.93 or 40 per cent on equipment, and $184,713.72 or 14 per cent on supplies.

A glance at individual school districts show even sharper differences. For example Honolulu District schools, on the whole, spent 67 per cent of their funds on wages and salaries, 17 per cent on supplies, and 16 per cent on equipment, while Central Oahu District schools spent 71 per cent on equipment, 23 per cent on wages and salaries, and 6 per cent on supplies. Leeward Oahu District schools spent 81 per cent on equipment, 11 per cent on wages and salaries, and 8 per cent on supplies; Windward Oahu, 62 per cent on equipment, 23 per cent on wages and salaries, and 15 per cent on supplies. Hawaii District spent 57 per cent on equipment, 22 per cent on wages and salaries, and 21 per cent on supplies; while Maui District (includes the islands of Molokai and Lanai) spent 40 per cent on wages and salaries, 34 per cent on supplies, and 26 per cent on equipment; Kauai District, 81 per cent on equipment, 11 per cent on supplies, and 8 per cent on wages and salaries.

Table 3

Expenditures for Title I Projects Operating During or Extending into July and August 1966

	Expenditures	Encumbrances	Total	Percent
Payroll	$231,453.50	$ 6,217.00	$237,670.50	67
Supplies and other operating expenses	20,405.12	43,699.52	64,104.64	18
Equipment and Books	885.59	53,355.88	54,241.47	15
TOTAL	$252,744.21	$103,272.40	$356,016.61	100

Source: Hawaii Department of Education, "Quarterly Object of Expenditure Report", July and August 1966.

For brief description of the various summer projects, see Appendix III.

Table 4

Schedule of Allotment and Expenditures for Hawaii State Title I Projects, P.L. 89-10, for 1965-66, ending August 1966.

	Total Allotment	Less State Administration	PerCent of Total	Amount Available For Projects	PerCent of Total
State of Hawaii	2,449,944	75,000	3.0	2,374,944	97

Projects	Allotment Available For Projects	Amount Alloted for Approved Projects		Expenditures	Estimated Balance
State Title I Projects	2,374,944				
Approved Title I Projects as of June 1966		2,227,462)	2,264,477	1,608,960	
Unrecorded Allotment for Approved Projects		*37,015)			
Title I Projects Extended into July and August 1966				356,016	
Project Head Start				*121,314	
Project Follow Through				*133,984	
TOTAL	2,374,944			2,220,274	154,670

*NOTE: Expenditures for Head Start and Follow Through projects are estimates. See also appendix V, Riyono Kobayashi's "Report of Project Head Start and Follow Through, State of Hawaii, June 27, 1966 - August 19, 1966".

Sources: The data for this table are derived from U. S. Dept. of Health, Education and Welfare. Office of Education, "Application for Federal Assistance for the Education of Children from Low-Income Families", (approvals for Project 1 and 2 dated May 2, 1966); Hawaii Dept. of Education, Office of Business Services, "Appropriation Expenditure Ledger", (for ESEA Title I, P. L. 89-10), June 30, 1966; _______, "Quarterly Object of Expenditure Report", (for ESEA Title I, P. L. 89-10), (for July and August 1966); and other data from the Office of Business Services, Dept. of Education, State of Hawaii.

Table 5
Kinds of Personnel & Services, Activities, Equipment, and Supplies Utilized by State of Hawaii Schools under Title I. P.L. 89-10, as of June 1966.

Districts and Schools	Classrm. Ass'ts. (Aides)	Clerks, Secrs.	Certificated Teachers (Librarians)	Coord.Dir. of Proj. Advisor	Others:Drs. Psych.Soc. Work.,Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tutom) Before/After Sat.	In-Serv. (Instit., Workshps.)	Field Trips	Equip. (tape rec., phonographs Projectors	Renova. (Furn.& Equip. Repair)	Supplies (Books)	Food Servi
Honolulu															
Aina Haina															
Ala Wai															
Aliiolani															
Anuenue	X	X	X	X	X	X	X	X	X		X	X		X	X
CENTRAL INTERMEDIATE	X	X	X						X		X	X		X	
DOLE INTER.	X	X	X	X		X	X				X	X		X	
FARRINGTON HIGH	X	X	X	X	X	X	X		X	X		X		X	
Fern	X								X		X	X		X	
Hokulani															
JARRETT INTER.	X								X		X	X		X	
Jefferson	X								X		X	X		X	
Kaahumanu	X								X		X	X		X	
Kaewai	X								X		X	X		X	
Kahala															
KAIMUKI INTER.															
KAIMUKI HIGH															
Kaiulani	X		X		X			X	X		X	X		X	X
KALAKAUA INTER.	X								X		X	X		X	
KALANI HIGH															
Kalihi	X								X		X	X		X	
Kalihi-Kai	X								X		X	X		X	
Kalihi-Uka	X								X		X	X		X	
Kalihi-waena	X								X		X	X		X	
Kapalama															
Kauluwela	X								X		X	X		X	
KAWANANAKOA INTER.															
Koko Head	X								X		X	X		X	
Kuhio	X								X		X	X		X	
Lanakila	X		X		X			X	X		X	X		X	X

Table 5 - cont'd

Districts & Schools	Classrm. Ass'ts. (Aides)	Clerks, Secys.	Certd. Tchrs. (Librs.)	Coord., Dir. of Project (Adv.)	Others: Drs., Psychol., Soc. Workers, Consultants	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tutor.) Before/After Saturday	In-Serv. (Instit., Workshps.)	Field Trips	Equip. (tape rec. phono., projtrs.)	Renov. (Fur.& Equip. Repr.)	Supplies (Books)	Food Services
Honolulu - (cont'd)															
Liholiho															
Likelike	X								X		X	X		X	
Liliuokalani															
Linapuni	X		X		X			X	X	X	X	X		X	X
Lincoln	X								X		X	X		X	
Lunalilo	X								X		X	X		X	
Maemae															
Manoa															
McKINLEY HIGH	X	X	X	X	X		X		X	X		X		X	
NIU VALLEY INTER.															
Noelani															
Nuuanu						X									
Palolo	X								X		X	X		X	
Pauoa	X								X		X	X		X	
Pohukaina															
Puuhale	X								X		X	X		X	
ROOSEVELT HIGH	X	X	X	X	X	X	X		X	X		X		X	
Royal	X								X		X	X		X	
STEVENSON INTER.															
Waialae															
Waikiki															
Wailupe Valley															
WASHINGTON INTER.															
Wilson															

Table 5 - cont'd

Districts and Schools	Classrm. Ass'ts. (Aides)	Clerks, Secres.	Certificated Teachers (Librarians)	Coord.Dir. of Proj. Advisor	Others:Drs. Psych.,Soc. Work.,Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tutor) Before/After Sat.	In-Ser (Insti Worksh
Central										
Aiea	X		X							
AIEA HIGH	X		X							
AIEA INTER.	X		X							
Aliamanu										
ALIAMANU INTER.										
Halawa	X		X							
Hale Kula										
Helemano										
Hickam										
Iliahi										
Kaala										
Kipapa										
Kunia										
LEILEHUA HIGH										
Moanalua										
Mokulele										
Nimitz										
Pearl Harbor										
Pearl Harbor Kai										
RADFORD HIGH										
Scott										
Shafter										
Wahiawa										
WAHIAWA INTER.										
Waialua										
WAIALUA HIGH	X		X							
Waimalu										
Wheeler										

Table 5 - cont'd

ls	Classrm. Ass'ts. (Aides)	Clerks, Secres.	Certificated Teachers (Librarians)	Coord.Dir. of Proj. Advisor	Others:Drs. Psych.,Soc. Work.,Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tutor) Before/After Sat.	In-Serv. (Instit., Workshps.)	Field Trips	Equip. (tape rec., phonographs Projectors	Renova. (Furn.& Equip. Repair)	Supplies (Books)	Food Services
	X		X									X			
	X		X									X		X	
	X		X									X		X	
	X		X									X		X	
	X		X									X		X	

Table 5 - cont'd

Districts and Schools	Classrm. Ass'ts. (Aides)	Clerks, Secrs.	Certificated Teachers (Librarians)	Coord.Dir. of Proj. Advisor	Others:Drs. Psych.,Soc. Work.,Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tutor) Before/After Sat.	In-Serv. (Instit., Workshps.)	Field Trips	Equip. (tape rec., phonograph Projectors)	Renova. (Furn.& Equip. Repair)	Supplies (books)
Leeward														
Ahrens														
Barber's Point														
CAMPBELL HI & INTER.														
Ewa Elem. & Inter.														
Ewa Beach														
HIGHLANDS INTER.														
Iroquois Point														
Maili										X	X	X		X
Makaha	X									X	X	X		X
Nanaikapono El. & Inter.						X		X				X		X
Palisades														
Pearl City														
Pearl City Highlands														
Pearl City-kai														
Pohakea														
Waianae Elem.	X		X					X		X		X		X
WAIANAE INTER.														
WAIANAE HIGH	X					X				X		X	X	X
Waipahu Elem.														
WAIPAHU INTER.														
WAIPAHU HIGH														
Windward Oahu														
Aikahi														
CASTLE HIGH	X	X	X	X		X			X			X	X	X
Enchanted Lake														
Hauula	X	X									X	X		X

Table 5 - cont'd

ricts and Schools	Classrm. Ass'ts. (Aides)	Clerks, Secrs.	Certificated Teachers (Librarians)	Coord.Dir. of Proj. Advisor	Others:Drs. Psych.,Soc. Work.,Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tutor) Before/After Sat.	In-Serv. (Instit., Workshps.)	Field Trips	Equip. (tape rec., phonograph Projectors)	Renova. (Furn.& Equip. Repair)	Supplies (books)	Food Services
Leeward															
ns															
r's Point															
LL HI & INTER.															
lem. & Inter.															
each															
ANDS INTER.															
ois Point															
a	X									X	X	X		X	
kapono El. & Inter.										X	X	X		X	
ades						X		X				X		X	
City															
City Highlands															
City-kai															
ea															
ae Elem.	X		X												
AE INTER.								X		X		X		X	X
AE HIGH	X														
hu Elem.						X				X		X	X	X	
HU INTER.															
HU HIGH															
Windward Oahu															
HIGH	X	X	X	X		X			X			X	X	X	
nted Lake															
a	X	X									X	X		X	

Table 5 - cont'd

Districts and Schools	Classrm. Ass'ts. (Aides)	Clerks, Secrs.	Certificated Teachers (Librarians)	Coord.Dir. of Proj. Advisor	Others:Drs. Psych.,Soc. Work.,Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tutoz) Before/After Sat.	In-Serv. (Instit., Workshps.)	Field Trips	Equip. (tape rec., phonograph Projectors)	Renova. (Furn.& Equip. Repair)	Supplies (Books)	Food Services
Windward Oahu-cont.															
Heeia	X											X	X	X	
Kaaawa	X										X	X		X	
Kahaluu	X	X	X				X				X	X		X	
KAHUKU HIGH & ELEM.	X											X		X	
Kailua															
KAILUA HIGH															
KAILUA INTER.															
Kainalu															
Kaneohe															
Kapunahala															
Keolu															
KING INTER.		X	X						X			X		X	
Laie	X		X									X	X	X	
Lanikai															
Maunawili															
Mokapu															
Parker															
Pope	X		X									X		X	
WAIAHOLE ELEM. & INTER.	X	X	X					X				X		X	
WAIAMANALO ELEM. & INTER.	X		X					X			X	X		X	
Hawaii															
Alae (Kona)			X	X						X	X	X			
de Silva															
Haaheo															
Hakalau															
Halaula															

Table 5 - cont'd

Districts and Schools	Classrms. Ass'ts. (Aides)	Clerks Secrs.	Certificated Teachers (Librarians)	Coord. Dir. of Proj. Advisor	Others: Drs. Psych., Soc. Work., Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl. Tutor) Before/After Sat.	In-Serv. (Instit. Workshps.)	Field Trips	Equip. (tape rec., phonograph Projectors)	Renova. (Furn.& Equip. Repair)	Supplies (Books)	Food Services
Hawaii - cont.															
HILO HIGH	X		X	X		X				X		X			
HILO INTER.	X	X	X	X	X		X		X	X	X	X		X	
Hilo Union															
Holualoa (Kona)	X		X	X						X	X	X			
Honaunau (Kona)			X	X						X	X	X			
HONOKAA HIGH & ELEM.	X		X									X		X	
Honokohau (Kona)			X	X						X		X			
Honomu	X		X	X							X	X		X	
Hookena (Kona)			X	X						X	X	X			
Kailua (Kona)												X			
Kalanianaole Elem.& Int.	X											X			
Kalaoa (Kona)			X	X								X			
Kapiolani			X	X						X		X			
KAU HIGH & PAHALA ELEM.	X		X			X			X	X	X	X		X	
Kaumana			X									X		X	
Keeau Inter. & Elem.															
Keakealani															
Keaukaha			X	X						X	X	X		X	
Keaukaha Community Area									X			X		X	
KOHALA HIGH & ELEM.	X											X		X	
Konawaena Elem. (Kona)	X		X	X						X	X	X		X	
KONAWAENA HIGH & INTER. (Kona)			X	X						X		X			
Kurtistown												X			
Lanakila Housing Area									X			X		X	
LAUPAHOEHOE HIGH & INTER.	X											X			
Milolii											X	X			
Mountain View Inter. & Elem.															

Table 5 - cont'd

Districts and Schools	Classrms. Ass'ts (Aides)	Clerks, Secrs.	Certificated Teachers (Librarians)	Coord. Dir. of Proj. Advisor	Others:Drs. Psych.Soc. Work.,Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tutor.) Before/After Sat.	In-Serv. (Instit., Workshps)	Field Trips	Equip. (tape rec., phonographs Projectors	Renova. (Furn.& Equip. Repair)	Supp (Book
Hawaii - cont.														
Naalehu			X	X					X			X		X
Ookala														
Paauilo Inter. & Elem.	X		X						X		X	X		X
PAHOA HIGH & ELEM.	X		X						X			X		X
Waiakea Elem.														
WAIAKEA INTER.	X	X	X	X			X				X	X		X
Waiakeawaena														
Waimea Inter. & Elem.														
Maui District														
BALDWIN HIGH					X					X		X		X
Haiku	X	X	X		X		X	X	X	X	X	X		X
HANA HIGH & ELEM.	X		X		X				X	X	X	X		X
Honokohua														
Iao														
Kahului														
Kamehameha III	X	X	X		X		X		X	X	X	X		X
Kaunakakai(Molokai)														
Keanae	X		X						X		X			
Kihei	X		X		X		X		X	X	X	X		X
Kilohana El.& Inter. (Molokai)	X		X		X		X		X	X	X	X		X
Kula	X		X		X		X		X	X	X	X		X
LAHAINALUNA HIGH	X		X		X		X		X	X	X	X		X
LANAI HIGH & ELEM.(Lanai)	X		X		X		X	X	X	X	X	X		X
Lihikai														
Makawao			X											

Table 5 - cont'd

nd Schools	Classrms. Ass'ts (Aides)	Clerks, Secrs.	Certificated Teachers (Librarians)	Coord. Dir. of Proj. Advisor	Others:Drs. Psych.Soc. Work.,Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tutor.) Before/After Sat.	In-Serv. (Instit., Workshps)	Field Trips	Equip. (tape rec., phonographs Projectors	Renova. (Furn.& Equip. Repair)	Supplies (Books)	Food Service
- cont.															
			X	X					X			X		X	
ter. & Elem.	X		X						X		X	X		X	
& ELEM.	X		X						X			X		X	
m.															
ER.	X	X	X	X			X				X	X		X	
a															
r. & Elem.															
istrict															
H					X					X		X		X	
	X	X	X		X		X	X	X	X	X	X		X	
ELEM.	X		X		X				X	X	X	X		X	
III	X	X	X		X		X		X	X	X	X		X	
(Molokai)															
	X		X						X		X				
	X		X		X		X		X	X	X	X		X	
.& Inter.															
olokai)	X		X		X		X		X	X	X	X		X	
	X		X		X		X		X	X	X	X		X	
HIGH	X		X		X		X		X	X	X	X		X	
& ELEM.(Lanai)	X		X		X		X	X	X	X	X	X		X	
			X												

Table 5 - cont'd

Districts and Schools	Classrms. Ass'ts (Aides)	Clerks, Secrs.	Certificated Teachers (Librarians)	Coord.Dir. of Proj. Advisor	Others:Drs. Psych.Soc. Work.,Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tuton) Before/After Sat.	In-Serv. (Instit., Workshps)	Field Trips	Equip. (tape rec., phonographs Projectors	Renova. (Furn.& Equip. Repair)	Supp (Boo
Maui District-cont.														
MAUI HIGH					X					X		X		X
Maunaloa(Molokai)														
Molokai Elem.(Molokai)														
MOLOKAI HI.& INT. (Molokai)														
Paia	X	X	X		X		X		X	X	X	X		X
Puunene														
Waihee	X		X		X		X		X	X	X	X		X
Wailuku	X	X	X		X		X		X	X	X	X		X
Kauai District														
Anahola		X	X	X	X	X						X	X	X
Eleele													X	
Hanalei		X	X	X	X	X						X		X
Kalaheo														
Kapaa Elem.	X	X	X	X	X	X		X				X	X	X
KAPAA HIGH & INTER.		X	X	X	X	X						X	X	X
KAUAI HIGH														
Kaumakani														
Kekaha	X	X	X	X	X		X	X						X
Kilauea		X	X	X	X	X						X	X	X
Koloa														
Niihau (Niihau)														
WAIMEA HIGH & ELEM.	X	X	X	X	X			X						X
Wilcox	X	X	X	X	X			X						X
TOTAL:	74	25	62	29	29	15	19	14	49	32	56	95	9	84

Table 5 - cont'd

nd Schools	Classrms. Ass'ts (Aides)	Clerks, Secrs.	Certificated Teachers (Librarians)	Coord.Dir. of Proj. Advisor	Others:Drs. Psych.Soc. Work.,Consul.	Counseling	Custodial	Pre-School	Study Cents. (Incl.Tutor.) Before/After Sat.	In-Serv. (Instit., Workshps)	Field Trips	Equip. (tape rec., phonographs Projectors	Renova. (Furn.& Equip. Repair)	Supplies (Books)	Food Service
rict-cont.															
					X					X		X		X	
lokai)															
m.(Molokai)															
& INT.															
kai)															
	X	X	X		X		X		X	X	X	X		X	
	X		X		X		X		X	X	X	X		X	
	X	X	X		X		X		X	X	X	X		X	
District															
		X	X	X	X	X						X	X	X	
													X		
		X	X	X	X	X						X		X	
	X	X	X	X	X	X		X				X	X	X	
& INTER.		X	X	X	X	X						X	X	X	
	X	X	X	X	X		X	X						X	
		X	X	X	X	X						X	X	X	
nau)															
& ELEM.	X	X	X	X	X			X						X	
	X	X	X	X	X			X						X	
	74	25	62	29	29	15	19	14	49	32	56	95	9	84	5

A breakdown of the kinds of personnel and services, activities, equipment, and supplies utilized by Hawaii schools under Title I, P.L. 89-10, show that the categories of equipment and supplies and books were the most popular, an estimated 95 schools falling into the former category and 84 in the latter. Seventy-four schools utilized classroom assistants; while 62 chose certificated teachers; 56 field trips; 49 study centers (tutorial); 32 in-service training; another 29 coordinators or directors of projects or activities; another 29 others (doctors, psychologists, social workers, consultants); 25 clerks and secretaries; 19 custodial; 15 counseling; 14 pre-school (excluded summer Head Start projects, which involved about 90 schools....); 9 renovations; and 5 food services.

Project schools, of course, were not limited to any one or two of the 15 categories listed in the accompanying table; nor are these 15 complete. But they represent the most frequently mentioned ones. Any one school might have conducted a multi-faceted project that involved three or more categories as the table shows. For a more comprehensive and detailed description of projects, see Appendix III.

Table 6
School Subjects and Other Areas in State of Hawaii Schools Aided by Title 1, P.L. 89-10 as of June 1966.

Districts and Schools	Language Arts	Social Studies	Science	Mathematics	Phys. Educ.	Music	General (incl. pre-schl.)	Attitude (self-image motivation, social)
Honolulu District								
Aina Haina								
Ala Wai								
Aliiolani								
Anuenue	X						X	X
CENTRAL INTER.							X	
DOLE INTER.	X							X
FARRINGTON HIGH	X							X
Fern							X	
Hokulani								
JARRETT INTER.							X	
Jefferson							X	
Kaahumanu							X	
Kaewai							X	
Kahala								
KAIMUKI HIGH								
KAIMUKI INTER.								
Kaiulani	X						X	X
KALAKAUA INTER.							X	
KALANI HIGH								
Kalihi							X	
Kalihi-kai							X	
Kalihi-uka							X	
Kalihi-waena							X	
Kapalama								
Kauluwela							X	
KAWANANAKOA INTER.								
Koko Head							X	
Kuhio							X	
Lanakila	X						X	X
Liholiho								
Likelike							X	

Table 6 - cont.

Districts and Schools	Language Arts	Social Studies	Science	Mathematics	Phys. Educ.	Music	General (incl. Pre-schl.)	Attitude (self-image motivation social)
Honolulu Dist.-cont.								
Liliuokalani								
Linapuni	X						X	X
Lincoln							X	
Lunalilo							X	
Maemae								
Manoa								
MCKINLEY HIGH	X							X
NIU VALLEY INTER.								
Noelani								
Nuuanu								
Palolo							X	
Pauoa							X	
Pohukaina								
Puuhale							X	
ROOSEVELT HIGH	X							X
Royal							X	
STEVENSON INTER.								
Waialae								
Waikiki								
Wailupe Valley								
WASHINGTON INTER.								
Wilson								
Central Oahu								
Aiea	X						X	
AIEA HIGH	X						X	
AIEA INTER.	X						X	
Aliamanu								
ALIAMANU INTER.								
Halawa	X						X	
Hale Kula								
Helemano								
Hickam								
Iliahi								
Kaala								

Table 6 cont.

Districts and Schools	Language Arts	Social Studies	Sciences	Mathematics	Phys. Educ.	Music	General (incl. Pre-Schl.)	Attitude (Self-image motivation social)
Leeward Oahu-cont.								
Pohakea								
Waianae Elem.	X						X	X
WAIANAE INTER								
WAIANAE HIGH	X	X	X				X	X
Waipahu Elem.								
WAIPAHU INTER.								
WAIPAHU HIGH								
Windward Oahu								
Aikahi								
CASTLE HIGH							X	
Enchanted Lake								
Hauula							X	
Heeia	X							
Kaaawa	X						X	
Kahaluu	X							
KAHUKU HIGH & ELEM.								
Kailua								
KAILUA HIGH								
KAILUA INTER.								
Kainalu								
Kaneohe								
Kapunahala								
Keolu								
KING INTER.							X	
Laie	X							
Lanikai								
Maunawili								
Mokapu								
Parker								
Pope	X							
WAIAHOLE ELEM. & INTER.	X							X
WAIAMANALO ELEM.&INTER.	X						X	

Table 6 - cont.

Districts and Schools	Language Arts	Social Studies	Sciences	Mathematics	Phys. Educ.	Music	General (incl. Pre-schl.)	Attitude (Self-image motivation social)
Hawaii								
Alae (Kona)							X	
de Silva								
Haaheo								
Hakalau								
Halaula								
HILO HIGH							X	
HILO INTER.	X					X	X	X
Hilo Union								
Holualoa (Kona)							X	
Honaunau (Kona)							X	
HONOKAA HIGH & ELEM.	X						X	X
Honokohau (Kona)							X	
Honomu	X						X	
Hookena (Kona)							X	
Kailua (Kona)								
Kalanianaole Elem. & Inter.								
Kalaoa (Kona)							X	
Kapiolani							X	
KAU HIGH & PAHALA ELEM.	X							
Kaumana								
Keeau Inter. & Elem.								
Keakealani								
Keaukaha							X	
KOHALA HIGH & ELEM.							X	
Konawaena Elem. (Kona)	X						X	
KONAWAENA HIGH & INTER.(Kona)							X	
Kurtistown								
LAUPAHOEHOE HIGH & INTER.							X	
Milolii							X	
Mountain View Inter.& Elem.								
Naalehu	X							
Ookala								
Paauilo Inter.& Elem.	X							
PAHOA HIGH & ELEM.	X						X	X
Waiakea Elem								
WAIAKEA INTER.	X							X
Waiakeawaena								
Waimea Inter. & Elem.								
Maui District								
BALDWIN HIGH							X	X
Haiku	X						X	X
HANA HIGH & ELEM							X	
Honokohua								
Iao								
Kahului								
Kamehameha III							X	X
Kaunakakai (Molokai)								
Keanae							X	

Table 6 - cont.

Districts and Schools	Language Arts	Social Studies	Sciences	Mathematics	Phys. Educ.	Music	General (incl. Pre-schl.)	Attitude (Self-image motivation social)
Maui Dist. - cont.								
Kihei							X	
Kilohana El.& Inter. (Molokai)							X	
Kula	X						X	
LAHAINALUNA HIGH							X	
LANAI HIGH & ELEM.(Lanai)	X						X	X
Lihikai								
Makawao	X							
MAUI HIGH							X	
Maunaloa (Molokai)								
Molokai Elem. (Molokai)								
MOLOKAI HI & INTER.(Molokai)								
Paia	X						X	X
Puunene								
Waihee							X	
Wailuku	X						X	X
Kauai District								
Anahola	X							
Eleele								
Hanalei	X							
Kalaheo								
Kapaa Elem.	X						X	X
KAPAA HIGH & INTER.	X							
KAUAI HIGH								
Kaumakani								
Kekaha	X						X	X
Kilauea	X							
Koloa								
Niihau (Niihau)								
WAIMEA HIGH & ELEM.							X	X
Wilcox							X	X
STATE TOTAL:	45	2	1	0	2	2	75	27

Of the six school subjects mentioned in the projects as prime targets for improvement, 45 schools placed a major emphasis upon some aspect or phase of the language arts or the communicative skills--upon listening, speaking, reading, writing--developmental or remedial.

The other subjects of social studies, science, mathematics, physical education, and music were barely mentioned as major targets, receiving counts of 2, 1, 0, 2, and 2 respectively. This, however, does not mean that these subjects were neglected by the schools, for more schools described their improvement programs, under Title I, P.L. 89-10 in general ways: to improve instruction; to revitalize curriculum; to utilize classroom assistants in order to allow teachers more time to concentrate on individual or small group instruction; to utilize equipment and supplies to improve instruction; or to go on field trips to make classroom instruction more meaningful, etc. These expressions were classified as "General" and included pre-school programs. Improvement efforts of school people in the academic areas of social studies, science, and mathematics, as well as the language arts, were therefore covered under the category of "General," which received a school count of 75. Twenty-seven (27) schools gave major emphasis to "Attitudes," or to efforts to improve the self-image, motivation, or social skills of students.

In this table, too, any one school may be tabulated two or more times, depending upon the dual or multiple nature of its projects. See Appendix III for descriptions of the various Title I, P.L. 89-10, projects of Hawaii schools.

TABLE 7

Estimated Number of Classroom Assistants Hired in Title I Projects, P.L. 89-10, as of June 1966

Districts & Schools	Grades	Enroll-ment	No. of Disadv. Pupils	Per Cent of Disad. Pupils	Est.No. of C.A. FT & PT	Salary (Mon.)	Cost
HONOLULU DISTRICT							
Project #I						324.00	
Farrington, McKinley, Roosevelt	10-12	7,090	915	12.9	34		32,912.88
Project #II							
25 Schools	K-6 & 7-9	20,931	4,162	19.9	273		375,159.50
Project #III							
Dole Inter.	7-9	1,261	344	27.3	4		3,581.65
TOTAL		29,282	5,421	18.5	311		411,654.03
CENTRAL DISTRICT							
Aiea	K-6	941	147	15.6	2		2,565.86
Aiea High	9-12	1,481	123	8.3	2		2,506.20
Aiea Inter.	7-8	928	83	8.9	2		2,595.70
Halawa	K-6	592	145	24.5	2		2,580.78
Waialua High	7-12	1,001	141	14.1	2		2,551.70
TOTAL		4,943	639	12.9	10		12,800.24
LEEWARD DISTRICT							
Makaha	K-6	923	152	16.5	2		2,372.64
Waianae Elem.	K-6	1,201	274	22.8	4		447.54
Waianae High	8-12	1,691	300	17.7	17		17,295.70
Maili	K-6	885	217	24.5	4		3,132.75
TOTAL		4,700	943	20.1	27		23,248.63
WINDWARD DISTRICT							
Castle High	9-12	1,708	148	8.7	4		5,001.38
Heeia	K-6	875	1/		2		2,387.12
Kaaawa	K-6	207	134	64.7	6		7,814.10
Kahuku High & Elem.	K-12	1,150	153	13.3			1,393.11
Kahaluu	K-6	358	118	33.0	6		5,349.58
Laie	K-7	444	81	18.2	8		10,566.10
Waiahole Inter/Elem.	K-8	588	220	37.4	8		8,539.03
Waimanalo Inter/Elem.	K-9	849	124	14.6	6		7,968.87
TOTAL		6 179	978 2/	15.8 2/	40		49,019.29
OAHU TOTAL		45,104	7,981	17.7	388		496,722.19

1/ Data not available.
2/ Computed on basis of available data

TABLE 7 (Cont'd)

Districts & Schools	Grades	Enrollment	No. of Disadv. Pupils	Per Cent of Disad. Pupils	Est.No. of C.A. FT & PT	Salary	Cost
HAWAII DISTRICT							
Hilo High	10-12	2,078	411	19.8	12		10,274.06
Honokaa High & Elem.	K-12	1,073	24	2.2	5		3,787.80
Honomu	1-6	94	25	26.6	1		895.07
Kalanianaole Int/Elem.	K-8	841	150	17.8	1		895.06
Kohala High & Elem.	K-12	827	45	5.4	5		4,475.35
TOTAL		4,913	655	13.3	24		20,327.34
MAUI DISTRICT							
Hana High & Elem.	K-12	255	58	22.7	2		2,685.21
Kamehameha III	K-8	722	89	12.3	3		
Kihei	K-8	237	49	20.7	3		
Kilohana Elem. & Inter. (Molokai)	K-10	147	89	60.5	3		3,035.46
Kula	K-8	330	64	19.4	1		
Lanai High & El. (Lanai)	K-12	642	60	9.3	4		20,699.58
Paia	K-8	343	69	20.1	3		
Waihee	K-8	201	51	25.4	2		
Wailuku	K-6	860	128	14.9	3		
TOTAL		3,737	657	17.6	24		26,420.25
STATE TOTAL		53,754	[1]9,293	[1]17.3	436		543,469.78

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[1] Computed on basis of available data.

Sources: Hawaii. Dept. of Education, "Evaluation Progress Report" (Title I, P.L. 89-10, school year 1965-66), and untitled, undated Dept. of Education report of schools, grades, and enrollment in the school year 1965-66; ________. Office of Business Services, "Monthly Payroll Summary," (Title I, P.L. 89-10, school year 1965-66), June 1966.

Classroom Assistants were heavily utilized in State of Hawaii school projects under Title I, P.L. 89-10, during the school year 1965-66, ranking third in popularity according to Table 5. They were employed to perform clerical and non-professional tasks for schools to allow teachers to spend more of their time in instructing students individually or in smaller groups and other professional matters. Classroom assistants, for example, performed such duties as taking attendance, collecting lunch money, supervising students during recess and lunch periods or on excursions, helping teachers prepare bulletin boards and instructional materials, correcting objective type tests and workbooks, and taking classroom inventories.

An estimated total of 436 full-time and part-time classroom assistants were employed by 60 schools with a student population of 53,734 of which, at least, 9,293, or an estimated 17.3 per cent, were disadvantaged pupils. The cost of utilizing classroom assistants amounted to $543,469.78 as of June 1966.

The four school districts on Oahu used $496,722.19 to hire an estimated 388 classroom assistants for 46 public schools with a student population of 45,104 of whom 7,981 or 17.7 per cent, were disadvantaged. Five Big Island (Hawaii) schools, with 4,913 students of whom an estimated 655 or 13.3 per cent were disadvantaged, spent $20,327.34 for about 24 classroom assistants. Nine Maui District schools, with 3,737 students of whom 657 or 17.6 per cent were disadvantaged, spent $26,420.25 for an estimated 24 classroom assistants.

Table 8
Cost of "Hourly Teachers" Hired Under Title I, P.L. 89-10, By Districts and Schools as of June 1966.

Project No.		District and Schools	Grades	Enroll.	Est.No. of Disad. Pupils	Est.% of Disadv. Pupils	Number of Schls.	Cost as of 6/30
HOURLY TEACHERS								
		Honolulu District						
#1	1.	Farrington High	10-12	2,895	420	14.5		
	2.	McKinley High	10-12	2,180	313	14.4		
	3.	Roosevelt High	10-12	2,015	182	9.0		
				7,090	915	12.9	3	37,550
#2	1.	Anuenue	K-6	446	109	24.4		
	2.	Fern	K-6	727	249	34.3		
	3.	Jefferson	K-6	1,013	115	11.4		
	4.	Kaahumanu	K-6	896	187	20.9		
	5.	Kaewai	K-6	755	266	35.2		
	6.	Kaiulani	K-6	775	288	37.2		
	7.	Kalihi	K-6	774	160	20.7		
	8.	Kalihi-Kai	K-6	1,081	304	28.1		
	9.	Kalihi-Uka	K-6	655	61	9.3		
	10.	Kalihi-Waena	K-6	801	104	13.0		
	11.	Kauluwela	K-6	495	151	30.5		
	12.	Koko Head	K-6	835	49	5.9		
	13.	Kuhio	K-6	871	82	9.4		
	14.	Lanakila	K-6	798	131	16.4		
	15.	Likelike	K-6	685	89	13.0		
	16.	Linapuni	K-3	293	120	40.9		
	17.	Lincoln	K-6	1,139	253	22.2		
	18.	Lunalilo	K-6	1,075	109	10.1		
	19.	Palolo	K-6	928	274	29.5		
	20.	Pauoa	K-6	867	103	11.9		
	21.	Puuhale	K-6	785	129	16.4		
	22.	Royal	K-6	628	108	17.2		
	23.	Central Inter.	7-9	730	178	24.4		
	24.	Jarrett Inter.	7-9	1,093	153	14.0		
	25.	Kalakaua Inter.	7-9	1,786	390	21.8		
				20,931	4,162	19.9	25	19,815
#3	1.	Dole Inter.	7-9	1,261	344	27.3	1	3,239
	TOTAL	Honolulu District		29,282	5,421	18.5	29	60,604
		Windward District						
#4	1.	King Inter.	7-8	955	130	13.6	1	2,060
		TOTAL OAHU		30,237	5,551	18.4	30	62,664

Table 8-cont.

Project No		District and Schools	Grades	Enroll.	Est.No. of Disad. Pupils	Est.% of Disadv. Pupils	Number of Schls.	Cost as of 6/30
HOURLY TEACHERS								
		Hawaii District						
#1	1.	Keaukaha	K-6	360	4/	4/		
	2.	Kapiolani	K-6	785	450	57.3		
	3.	Hilo Inter.	7-9	999 3/	162	16.2		
	4.	Hilo High	10-12	2,078 1/	411	19.8		
	5.	Kalaoa	1-6	48	24	50.0		
	6.	Holualoa	K-8	287	185	64.5		
	7.	Honokohau	1-8	97	79	81.4		
	8.	Hookena	K-8	86	4/	4/		
	9.	Konawaena Elem.	K-6	655	124	18.9		
	10.	Konawaena High	7-12	980	376	38.4		
	11.	Alae	1-6	34	4/	4/		
	12.	Honaunau	K-8	246	150	60.9		
				6,655	1,961 5/	29.5 5/		355
#3	1.	Kau High	K-12	620	4/	4/		
	2.	Naalehu	K-8	388 2/	75 2/	19.3		
				1,008	75 5/	7.4 5/		330
#4	1.	Naalehu	K-8	2/	2/	2/		1,057
#6	1.	Hilo Hi.	10-12	1/	1/	1/		215
#8	1.	Honokohau Hi & Elem.	K-12	1,073	4/	4/		1,018
#12	1.	Hilo Inter.	7-9	3/	3/	3/		1,619
#16	1.	Honomu	1-6	94	4/	4/		621
#17	1.	Pahoa	K-12	342	45	13.2		1,045
#18	1.	Paauilo	K-9	335	45	13.4		496
		TOTAL Hawaii		9,507	2,126 5/	22.4 5/	21	6,756

1/, 2/, 3/,: Enrollment already counted once
4/ Data not available
5/ Computations made on the basis of available data.

Table 8 - cont.

Project No.		District and Schools	Grades	Enroll.	Est.No. of Disad. Pupils	Est.% of Disadv. Pupils	Number of Schls.	Cost as of 6/30
HOURLY TEACHERS								
		Maui District						
#3	1.	Lanai Hi.	K-12	642	1/	1/		604
#4	1.	Kihei	K-8	237	49	20.7		
	2.	Kam III	K-8	722	89	12.3		
	3.	Paia	K-8	343	69	20.1		
	4.	Haiku	K-8	280	40	14.3		
	5.	Kula	K-8	330	64	19.4		
	6.	Wailuku	K-6	860	128	14.9		
	7.	Waihee	K-8	201	51	25.4		
	8.	Lahainaluna	9-12	566	56	9.9		
				3,539	546	15.4		3,216
#6	1.	Kilohana	K-10	147	89	60.5		282
#7	1.	Hana	K-12	255	58	22.7		
	2.	Keanae	1-8	35	1/	1/		
				290	58 2/	20.0 2/		510
		TOTAL MAUI		4,618	693 2/	15.0 2/	12	4,612

Summary of Hourly Teachers

	Enroll.	Est.No. of Disad. Pupils	Est.% of Disadv. Pupils	Number of Schls.	Cost as of 6/30
Total Oahu - See Page 2	30,237	5,551	18.4	30	62,664
Total Hawaii - See Page 2	9,507	2,126 2/	22.4 2/	21	6,756
Total Maui - See Page 2	4,618	693 2/	15.0 2/	12	4,612
GRAND TOTAL - HOURLY TEACHERS	44,362	8,370 2/	18.9 2/	63	74,032

1/ Data not available
2/ Computations made on the basis of available data

Sources: Hawaii. Dept. of Education, "Evaluation Progress Report" (Title I, P.L. 89-10, school year 1965-66), and untitled, undated Dept. of Education report of schools, grades, and enrollment in the school year 1965-66; ____________. Office of Business Services, "Monthly Payroll Summary", (Title I, P.L. 89-10, school year 1965-66), June 1966.

"Hourly Teachers" refer to those professionals such as certificated teachers, counselors, psychologists, directors, advisers, social workers, doctors, and others acting as consultants who were hired on a part-time basis at project schools.[1] A total of 63 schools--30 on Oahu, 21 on Hawaii, and 12 on Maui--with 44,362 students of whom 8,370 or 18.9 per cent were disadvantaged, utilized these part-time professionals as tutors, special teachers, directors, counselors, and the like at a cost of $74,032. Thirty Oahu schools with 30,237 students, of whom an estimated 5,551 or 18.4 per cent were disadvantaged, spent $62,664; while 21 Big Island schools with 9,507 students, of whom an estimated 2,126 or 22.4 per cent were disadvantaged, used $6,756; and 12 Maui schools with 4,618 students, of whom an estimated 693 or 15.0 per cent were disadvantaged, spent $4,612.

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[1] The number of these hired was not available at the time of this writing.

Table 9
Allotments and Expenditures for Language Arts to Improve Listening, Speaking, Reading, and Writing Under Title I, P.L. 89-10, in 22 State of Hawaii Schools as of June 1966.

Districts and Schools	Grades	Enroll.	No. of Disadv.Pup.	PerCent of Dis-adv.Pup.	Approp. as Amended	Allotment	Expenditures and Encumbrances: Personal	Supplies	Equipment & Books	Total as of 6/30
Honolulu District										
Project 3: (455)					73,616	73,616	16,701	5,291	21,372	43,364
Dole Inter.	7-9	1,261	344	27.3						
Leeward Oahu										
Project 1: (456)					33,115 1/	33,115 1/	3,909	-0-	29,054	32,963
Maili	K-6	885	217	24.5						
Project 4: (472)					21,565	21,565	-0-	-0-	21,010	21,010
Makaha	K-6	923	152	16.5						
Project 4a: (473)					2,425	2,425	2,344	-0-	-0-	2,344
Makaha	K-6	923	152	16.5						
Project 2a: (460)					18,192	18,192	17,296	-0-	-0-	17,296
Waianae H.	8-12	1,691	300	17.7						
Project 3a:					29,924	29,924	448	300	-0-	748
Waianae Elem.	K-7	1,201	274	22.8						
		5,623	1,095	19.5						
Windward Oahu										
Project 2: (441)					24,599	24,599	7,810	3,202	9,839	20,851
Kaaawa	K-6	207	134	64.7						
Project 3: (442)					16,275	16,275	5,350	1,272	6,048	12,670
Kahaluu	K-6	358	118	33.0						
Project 6: (446)					18,823	18,823	7,740	1,683	5,099	14,522
Waiahole	K-8	588	220	37.4						
Project 7: (448)					23,340	23,340	10,565	4,098	5,962	20,625
Laie	K-7	444	81	18.2						
Project 8: (449)					24,493	24,493	2,387	4,198	18,224	24,809
Heeia	K-6	875	-0- 2/							

Table 9
Allotments and Expenditures for Language Arts to Improve Listening, Speaking, Reading, and Writing Under Title I, P.L. 89-10, in 22 State of Hawaii Schools as of June 1966.

Schools	Grades	Enroll.	No. of Disadv.Pup.	PerCent of Dis-adv.Pup.	Approp. as Amended	Allotment	Expenditures and Encumbrances Personal	Supplies	Equipment & Books	Total as of 6/30	Balance (Deficit)
rict											
(455)					73,616	73,616	16,701	5,291	21,372	43,364	30,252
r.	7-9	1,261	344	27.3							
(456)					33,115 1/	33,115 1/	3,909	-0-	29,054	32,963	152
	K-6	885	217	24.5							
(472)					21,565	21,565	-0-	-0-	21,010	21,010	555
	K-6	923	152	16.5							
: (473)					2,425	2,425	2,344	-0-	-0-	2,344	81
	K-6	923	152	16.5							
: (460)					18,192	18,192	17,296	-0-	-0-	17,296	896
.	8-12	1,691	300	17.7							
:					29,924	29,924	448	300	-0-	748	29,176
lem.	K-7	1,201	274	22.8							
		5,623	1,095	19.5							
(441)					24,599	24,599	7,810	3,202	9,839	20,851	3,748
	K-6	207	134	64.7							
(442)					16,275	16,275	5,350	1,272	6,048	12,670	3,605
	K-6	358	118	33.0							
(446)					18,823	18,823	7,740	1,683	5,099	14,522	4,301
	K-8	588	220	37.4							
(448)					23,340	23,340	10,565	4,098	5,962	20,625	2.715
	K-7	444	81	18.2							
(449)					24,493	24,493	2,387	4,198	18,224	24,809	(316)
	K-6	875	-0- 2/								

Table 9 - cont.

Districts and Schools	Grades	Enroll.	No of Disadv.Pup.	PerCent of Dis-adv.Pup.	Approp. as Amended	Allotment	Expenditures and Encumbrances: Personal	Supplies	Equipment & Books	Total as of 6/30
Windward Oahu-cont.										
Project 9: (450)					11,461	11,461	6,237	165	3,892	10,294
Waimanalo	K-9	849	124	14.6						
		3,321	677 3/	20.4 3/						
OAHU TOTAL		10,205	2,116	20.7	297,828	297,828	80,787	20,209	120,500	221,496

1/ Includes $40 which is not reflected in budget proposal
2/ Data not available
3/ Computed on the basis of available data

Districts and Schools	Grades	Enroll.	No of Disadv.Pup.	PerCent of Dis-adv.Pup.	Approp. as Amended	Allotment	Expenditures and Encumbrances: Personal	Supplies	Equipment & Books	Total as of 6/30
Hawaii District										
Project H-4: (484)					2,050	2,050	1,057	192	207	1,456
Naalehu	K-8	388	75	19.3						
Project H-9: (489)					1,180	1,180	947	192	-0-	1,139
Honokaa H. & Elem.	K-12	1,073	28	2.6						
Project H-16: (496)					1,073	1,073	621	344	98	1,063
Honomu	1-6	94	25	26.6						
		1,555	128	8.2						
Kauai District										
Project K-1: (463)					73,952	73,952	-0-	3,647	36,867	40,514
Kapaa High	7-12	862	78	9.0						
Kapaa Elem.	K-6	857	2/							
Kapaa Mission	---	---	---	---						
St. Catherine	---	---	---	---						
Anahola	1-6	70	7	10.0						
Kilauea	K-8	126	2/	---						
Hanalei	1-6	60	10	16.7						
		1,975	95 3/	4.8 3/						
STATE TOTAL		13,735	2,339 3/	17.0 3/	376,083	376,083	83,412	24,584	157,672	265,668

2/ Data not available
3/ Computed on the basis of available data

Sources: Hawaii. Dept. of Education, untitled, undated report of schools, grades, and enroll
year 1965-66; "Evaluation Progress Report" (Title I, P.L. 89-10); ________. Office
"Appropriation Expenditure Ledger," June 1966, and "Quarterly Object of Expenditure

Table 9 - cont.

			No of	PerCent of Dis-	Approp. as		Expenditures and Encumbrances				
ools	Grades	Enroll.	Disadv.Pup.	adv.Pup.	Amended	Allotment	Personal	Supplies	Equipment & Books	Total as of 6/30	Balance (Deficit)
t.											
50)					11,461	11,461	6,237	165	3,892	10,294	1,167
	K-9	849	124	14.6							
		3,321	677 3/	20.4 3/							
		10,205	2,116	20.7	297,828	297,828	80,787	20,209	120,500	221,496	76,332

which is not reflected in budget proposal
able
he basis of available data

(484)					2,050	2,050	1,057	192	207	1,456	594
	K-8	388	75	19.3							
(489)					1,180	1,180	947	192	-0-	1,139	41
Elem.	K-12	1,073	28	2.6							
(496)					1,073	1,073	621	344	98	1,063	10
	1-6	94	25	26.6							
		1,555	128	8.2							
(463)					73,952	73,952	-0-	3,647	36,867	40,514	33,438
	7-12	862	78	9.0							
	K-6	857	2/								
n	---	---	---	---							
s	---	---	---	---							
	1-6	70	7	10.0							
	K-8	126	2/	---							
	1-6	60	10	16.7							
		1,975	95 3/	4.8 3/							
		13,735	2,339 3/	17.0 3/	376,083	376,083	83,412	24,584	157,672	265,668	110,415

lable
he basis of available data

Sources: Hawaii. Dept. of Education, untitled, undated report of schools, grades, and enrollment in the school year 1965-66; "Evaluation Progress Report" (Title I, P.L. 89-10); ________. Office of Business Services, "Appropriation Expenditure Ledger," June 1966, and "Quarterly Object of Expenditure Report", June 1966.

The data in this table is not meant to be comprehensive but illustrative of the nature and the amount of allotment and expenditures of many of the language arts projects under Title I, P.L. 89-10, of the public schools in Hawaii. (See also Table 6, and the descriptions of school projects in Appendix III.) These projects ranged from the remedial to the developmental in the instructions of listening, speaking, reading, and writing. They offered special services such as tutorial and counseling and field trips and excursions, involving such personnel as classroom assistants, certificated teachers, counselors, project coordinators, clerks, part-time advisors. These projects made available to economically, culturally, and educationally deprived students equipment, books, and other supplies and materials, as well as personnel and classes and services otherwise unavailable to them.

A total of $376,083 were allotted to these 22 Hawaii schools, of which $83,412 were spent on the salaries of additional personnel hired for the projects, $24,584 on supplies and $157,672 on equipment as of June 1966. Incomplete data show 13,735 students, of whom 2,339 or 17.0 per cent were disadvantaged, affected by these projects.

Table 10

Allotments and Expenditures for Pre-School, Kindergartens, and Primary Level Programs Under Title I, P.L. 89-10, in 13 State of Hawaii Schools as of June 1966

Districts and Schools	Grades	Enroll.	No. of Disadv. Pupils	PerCent of Dis-adv.Pup.	No. of Proj.	No. of Schls.	Appropria.	Allotment	Expenditures and Encumbrances: Personal	Expenditures and Encumbrances: Supplies	Expenditures and Encumbrances: Equipment & Books	Total as of 6/30	Ba
Honolulu District													
Project 4: (470)					1		40,000	40,000	16,832	7,583	10,467	34,882	5
Linapuni	K-3	293	120	40.9		1							
Kaiulani	K-6	775	288	37.2		1							
Lanakila	K-6	798	131	16.4		1							
Anuenue	K-6	446	109	24.4		1							
		2,312	648	28.0									
Leeward Oahu													
Project 5: (733)					1		7,116	7,116	2,900			2,900	4
Waianae Elem.	K-7	1,201	274	22.8		1							
Windward Oahu													
Project 6a: (447)					1		11,516	11,516	3,720	1,566	2,744	8,030	3
Waiahole	K-8	588	220	37.4		1							
Project 9a: (451)					1		10,813	10,813	2,685	3,328	4,138	10,151	
Waimanalo	K-9	849	124	14.6		1							
OAHU TOTAL							69,445	69,445	26,137	12,477	17,349	55,963	13
Hawaii District													
Project 29: (731)					1	1	9,216	9,216	4,341	1,199	992	6,532	
Konawaena Elem.	K-6	655	103	15.7									
Maui District													
Project M-1: (475)					1	1	8,905	8,905	4,361	947	1,872	7,180	
Haiku	K-8	280	40	14.3									
Project M-2: (476)					1		11,185	11,185	2,929	2,421	2,655	8,005	
Lanai High & Elem.	K-12	642	60	9.3		1							
		922	100	10.8									

Table 10

Allotments and Expenditures for Pre-School, Kindergartens, and Primary Level Programs Under Title I, P.L. 89-10, in 13 State of Hawaii Schools as of June 1966

Schools	Grades	Enroll.	No. of Disadv. Pupils	PerCent of Dis-adv.Pup.	No. of Proj.	No. of Schls.	Appropria.	Allotment	Expenditures and Encumbrances Personal	 Supplies	 Equipment & Books	Total as of 6/30	Balance
ict													
(470)					1		40,000	40,000	16,832	7,583	10,467	34,882	5,118
	K-3	293	120	40.9		1							
	K-6	775	288	37.2		1							
	K-6	798	131	16.4		1							
	K-6	446	109	24.4		1							
		2,312	648	28.0									
(733)					1		7,116	7,116	2,900			2,900	4,216
Elem.	K-7	1,201	274	22.8		1							
: (447)					1		11,516	11,516	3,720	1,566	2,744	8,030	3,486
	K-8	588	220	37.4		1							
: (451)					1		10,813	10,813	2,685	3,328	4,138	10,151	662
o	K-9	849	124	14.6		1							
							69,445	69,445	26,137	12,477	17,349	55,963	13,482
t													
9: (731)					1	1	9,216	9,216	4,341	1,199	992	6,532	2,684
a Elem.	K-6	655	103	15.7									
1: (475)					1	1	8,905	8,905	4,361	947	1,872	7,180	1,725
	K-8	280	40	14.3									
2: (476)					1		11,185	11,185	2,929	2,421	2,655	8,005	3,180
gh & Elem.	K-12	642	60	9.3		1							
		922	100	10.8									

Table 10 - cont.

Districts and Schools	Grades	Enroll.	No. of Disadv. Pupils	PerCent of Dis-adv.Pup.	No. of Proj.	No. of Schls.	Appropria.	Allotment	Expenditures and Encumbrances			Total as of 6/30
									Personnel	Supplies	Equipment & Books	
Kauai District					1		11,856	11,856	4,040	1,383	2,329	7,752
Project K-2: (464)												
Kekaha	K-8	307	75	24.4		1						
St. Theresa						1						
Kekaha Mission						1						
STATE TOTAL		6,834	1,544	22.6	8	13	110,607	110,607	41,808	18,427	25,197	85,432

Sources: Hawaii. Dept. of Education untitled, undated report of schools, grades, and enrollment in the school year 1965-66; "Evaluation Progress Report" (Title I, P.L. 89-10); ________. Office of Business Services, "Appropriation Expenditure Ledger", June 1966, and "Quarterly Object of Expenditure Report", June 1966.

Table 10 - cont.

									Expenditures and Encumbrances				
ols	Grades	Enroll.	No. of Disadv. Pupils	PerCent of Dis-adv.Pup.	No. of Proj.	No. of Schls.	Appropria.	Allotment	Personnel	Supplies	Equipment & Books	Total as of 6/30	Balance
(464)					1		11,856	11,856	4,040	1,383	2,329	7,752	4,104
	K-8	307	75	24.4		1							
						1							
on						1							
		6,834	1,544	22.6	8	13	110,607	110,607	41,808	18,427	25,197	85,432	25,175

, Dept. of Education untitled, undated report of
rades, and enrollment in the school year 1965-66;
n Progress Rep rt" (Title I, P.L. 89-10); ________.
Business Services, "Appropriation Expenditure Ledger",
, and "Quarterly Object of Expenditure Report", June 1966.

The programs for these eight Title I, P.L. 89-10, projects encompassing 13 Hawaii schools spread out over six of the seven State public school districts of Hawaii, were designed to provide varied experiences to pre-school, kindergarten, and some elementary school students from low-income families for the development of language and social skills, positive self-image, self-confidence, self-control, and for parent education. Supplementary materials and personnel such as certificated teachers, a directress, custodians, a clerk, and classroom assistants were utilized.

A sum of $110,607 was allotted for these projects: $41,808 went for salaries; $18,427 for supplies; and $25,197 for equipment as of June 1966. Incomplete figures show that 6,834 students, of whom 1,544 or 22.6 per cent were disadvantaged, benefited from these projects.

Table 11
Estimated Expenditures for a Language Institute and Inservice Training Under Title I, P.L. 89-10, for 18 State of Hawaii Schools as of June 1966

Districts and Schools	Grades	Enroll.	Number of Disadv. Pupils	Per Cent of Disadv. Pupils	Appropria.	Allotment	Expenditures and Encumbrances: Personal	Expenditures and Encumbrances: Supplies	Expenditures and Encumbrances: Equipment & Books	Total as of 6/30
Leeward Oahu										
Project L-10: (738)					2,800	2,800				
Waianae Elem.	K-7	1,612	274	17.0						
Makaha Elem.	K-6	923	152	16.5						
Maili Elem.	K-6	885	217	24.5						
Waianae High	8-12	1,691	300	17.7						
Nanaikapono	K-10	2,103	377	17.9						
		7,214	1,320	18.3						
Maui District										
Project M-5: (481)					13,910	13,910		2,727	910	3,637
Kihei	K-8	237	49	20.7						
Wailuku	K-6	860	128	14.9						
Paia	K-8	343	69	20.1						
Waihee	K-8	201	51	25.4						
Haiku	K-8	280	40	14.3						
Baldwin	9-12	1,486	1/							
Lanai	K-12	642	1/							
Maui	9-12	621	79	12.7						
Hana	K-12	255	58	22.7						
Kula	K-8	330	64	19.4						
Kilohana	K-10	147	89	60.5						
Kam III	K-8	722	89	12.3						
Lahainaluna	9-12	566	56	9.9						
		6,690	772	11.5						
TOTAL		13,904	2,092 2/	15.1 2/	16,710	16,710		2,727	910	3,637

1/ Data not available

2/ Computed on the basis of available data

Sources: Hawaii. Dept. of Education untitled, undated report of schools, grades, and enrollment in the school year 1965-66; "Evaluation Progress Report" (Title I, P.L. 89-10); __________. Office of Busi
"Appropriation Expenditure Ledger", June 1966, and "Quarterly Object of Expendi

Table 11

Estimated Expenditures for a Language Institute and Inservice Training Under Title I, P.L. 89-10, for 18 State of Hawaii Schools as of June 1966

							Expenditures and Encumbrances				
chools	Grades	Enroll.	Number of Disadv. Pupils	Per Cent of Disadv. Pupils	Appropria.	Allotment	Personal	Supplies	Equipment & Books	Total as of 6/30	Balance
0: (738)					2,800	2,800					2,800
lem.	K-7	1,612	274	17.0							
em.	K-6	923	152	16.5							
m.	K-6	885	217	24.5							
igh	8-12	1,691	300	17.7							
no	K-10	2,103	377	17.9							
		7,214	1,320	18.3							
: (481)					13,910	13,910		2,727	910	3,637	10,273
	K-8	237	49	20.7							
	K-6	860	128	14.9							
	K-8	343	69	20.1							
	K-8	201	51	25.4							
	K-8	280	40	14.3							
	9-12	1,486	1/								
	K-12	642	1/								
	9-12	621	79	12.7							
	K-12	255	58	22.7							
	K-8	330	64	19.4							
	K-10	147	89	60.5							
	K-8	722	89	12.3							
na	9-12	566	56	9.9							
		6,690	772	11.5							
		13,904	2,092 2/	15.1 2/	16,710	16,710		2,727	910	3,637	13,073

ailable
the basis of available data

Sources: Hawaii. Dept. of Education untitled, undated report of schools, grades, and enrollment in the school year 1965-66; "Evaluation Progress Report" (Title I, P.L. 89-10); ________. Office of Business Services, "Appropriation Expenditure Ledger", June 1966, and "Quarterly Object of Expenditure Report," 6/66

The in-service training session, involving five Leeward Oahu schools, provided a week-long orientation to help teachers of the district understand the needs and characteristics of the educationally deprived so that they may do a more effective job of teaching these disadvantaged youngsters.

The language institute for teachers of disadvantaged children, lasting for six weeks, provided techniques in the teaching of English as a second language, reading for the slow-learner, and creative dramatics. One consultant, four workshop leaders, and other part-time consultants and lecturers were employed. A total of $16,710 were allotted for these projects, and $3,637 were spent or encumbered as of June 1966. Eighteen schools with 13,904 students, of whom an estimated 2,092 or 15.1 per cent were disadvantaged, were involved in these projects. In many other projects in-service training formed part of larger programs.

Table 12

Estimated Expenditures for Counseling Services
Under Title I, P.L. 89-10, at 3 State of Hawaii Schools as of June 1966.

Districts and Schools	Grades	Enroll.	No. of Disadv.Pup.	PerCent of Dis-adv.Pup.	Appropria.	Allotment	Expenditures and Encumbrances			Total as of 6/30	Balance
							Personal	Supplies	Equipment & Books		
Leeward Oahu											
Project L-6 (734)					3,424	3,424	-0-	-0-	-0-	-0-	3,424
Waianae High &		1,691	300	17.7							
Inter.	7-12	411	71	17.3							
		2,102	371	17.7							
Hawaii District											
Project H-6: (486)					1,221	1,221	215	43	-0-	258	963
Hilo High	10-12	2,078	411	19.8							
Project H-8: (488)					2,765	2,765	1,017	-0-	-0-	1,017	1,748
Honokaa High &											
Elem.	K-12	1,073	28	2.6							
TOTAL		5,253	810	15.4	7,410	7,410	1,232	43	-0-	1,275	6,135

Sources: Hawaii. Dept. of Education untitled, undated report of schools, grades and enrollment in the school year 1965-66; "Evaluation Progress Report" (Title I, P.L. 89-10); ________. Office of Business Services, "Appropriation Expenditure Ledger," June 1966, and "Quarterly Object of Expenditure Report," June 1966.

Here, too, these three projects are merely illustrative of similar programs which were incorporated into larger and more complex projects at other schools. These programs were designed to supplement the regular guidance and counseling services of the schools, providing, for example, home visits by counselors during afternoons, evenings, or weekends when parents were available. Most of these counselors were hired on a part-time basis.

A total of $7,410 were allotted for these projects and $1,275 were spent or encumbered as of June 1966 for services rendered to the three schools with a combined student population of 5,253, of whom an estimated 810, or 15.4 per cent, were disadvantaged.

Table 13

Estimated Expenditures for Study and Reading Centers and Tutorial Service Under Title I, P. L. 89-10, at 7 Hawaii Public Schools as of June 1966

Districts and Schools	Grades	Enroll.	Number of Disadvan. Pupils.	Per Cent of Disadv. Pupils	Appropria.	Allotment	Expenditures and Encumbrances Personal	Expenditures and Encumbrances Supplies	Expenditures and Encumbrances Equipment	Total as of 6/30	Balance
Windward Oahu											
Project 4:					8,756	8,756	2,060	626	3,344	6,030	2,726
King Inter (444)	7-8	955	1/	1/							
Hawaii District											
Project H-3: (483)					1,714	1,714	330	67	763	1,160	554
Kau H.	K-12	820	1/	1/							
Naalehu	K-8	388	75	19.3							
Project H-12: (492)					3,553	3,553	1,619	916	517	3,052	501
Hilo Inter.	7-9	999	162	16.2							
Project H-13: (493)					955	955		60		60	895
Hilo Inter.	7-9	999	3/	3/							
Project H-17: (497)					1,389	1,389	1,045	31	199	1,275	114
Pahoa	K-12	342	45	13.2							
Project 25: (727)					4,500	4,500					
Paauilo	K-9	335	45	13.4							
Project 27: (729)					12,022	12,022		77	2,466	2,543	9,479
Lanakila Housing Area			1/	1/							
Project 28: (730)					12,442	12,442		576	6,775	7,351	5,091
Keaukaha Area			1/	1/							
STATE TOTAL		4,838	327	6.8	45,331	45,331	5,054	2,578	16,147	23,779	21,552

1/ Data not available
2/ Computations made on the basis of available data
3/ Data already counted once

Sources: Hawaii Department of Education untitled, undated report of schools, grades, and enrollment in the school year 1965-66; "Evaluation Progress Report" (Title I, P.L. 89-10); ________. Office of Business Services, "Appropriation Expenditure Ledger," June 1966, and "Quarterly Object of Expenditure Report," June 1966.

These projects, illustrative of aspects of some of the other larger programs, offered a variety of services to seven schools with a student population of 4,838 of whom an estimated 327 or 6.8 per cent were disadvantaged (according to incomplete data) and to an undetermined number (data unavailable) of pre-school children, adult basic education students, and other members of the community in the Lanakila Housing Area and the Keaukaha Area on the Big Island (island of Hawaii).

Some of the schools established after-school study centers where students from low-income families could receive assistance in doing their homework and in the language arts and other areas. Other schools kept their libraries open during after-school, weekend, and vacation hours to make books, periodicals, phonographs, etc., available for students and other members of the community. Part-time tutors and teachers, and assistants were employed to assist those utilizing the study centers and school libraries. A total of $23,779 were expended and encumbered on these projects as of June 1966, of which $5,054 went to salaries, $2,578 to supplies, and $16,147 to equipment.

Table 14
Estimated Expenditures for Field Trips and Excursions Under Title I, P.L. 89-10, at 11 Hawaii Public Schools as of June 1966.

			No.of	PerCent of			Expenditures and Encumbrances				
Districts and Schools	Grades	Enroll.	Disadv. Pupils	Disadvan. Pupils	Appropria.	Allotment	Person	Supplies	Equipment & Books	Total as of 6/30	Balance (Deficit)
Leeward Oahu											
Project 1b: (458)					6,856	6,856	3/	4,696	3/	4,696	2,160
Maili	K-6	855	217	25.4							
Project 4b: (474)					3,226	3,226	28	3,297	3/	3,325	(99)
Makaha	K-6	923	152	16.5							
Hawaii District											
Project H-18: (499)					7,512	7,512	496	9,240	3/	9,736	(2,224)
Paauilo Elem.& Inter.	K-9	335	45	13.4							
Project H-19: (720)					1,842 1/	1,842 1/	3/	3/	3/	3/	1,842
Paauilo Elem.& Inter.	K-9	2/	2/	2/							
Project H-20: (721)					3,136	3,136	3/	2,955	3/	2,955	181
Honomu	1-6	94	25	26.6							
Project H-21: (722)					3,754	3,754	3/	3,754	3/	3,754	3/
Honaunau	K-8	246	150	61.0							
Project H-23: (724)					4,294	4,294	3/	3,796	3/	3,796	498
Alae	1-6	34	3/	3/							
Milolii	1-8	17	3/	3/							
Hookena	K-8	86	3/	3/							
Project 30: (732)					5,577	5,577	3/	3,216	3/	3,216	2,361
Konawaena Elem.	K-6	655	103	15.7							
Project H-37:(752)					3,300	3,300	3/	3/	3/	3/	3,300
Holualoa	K-8	287	185	64.5							
STATE TOTAL		3,532	877 4/	24.8 4/	39,497	39,497	524	30,954	3/	31,478	8,019

1/ Overstated by $1.00 per ledger
2/ Already counted once
3/ Data not available
4/ Computations made on the basis of available data

Sources: Hawaii. Dept. of Education, untitled, undated report of schools, grades, and enrollment in the school year 1965-66; "Evaluation Progress Report" (Title I, P.L. 89-10; ________. Office of Business Services, "Appropriation Expenditure Ledger", June 1966, and "Quarterly Object of Expenditure Report", June 1966.

Field trips and excursions to provide economically and culturally deprived students with first-hand experiences which educators felt were vital for meaningful instruction constituted a part of many school projects as Table 5 on and Appendix III show. Since the data on all of these projects were not discrete and readily available, the figures on Table 14 are limited to 11 schools whose projects were confined to field trips and excursions. The schools had a combined student population of 3,532, of whom an estimated 877 or 24.8 per cent, were disadvantaged.

Arrangements were made for educationally and culturally deprived rural students, whose limited experiences and background seemed to constitute a learning handicap, to visit museums, historic places, civic buildings, State Legislature sessions and other places of interest far and near. Some of the students in schools on the Big Island, for example, visited the Hawaii National Park and Honolulu. A total of $31,478, of which $524 went for salaries and $30,954 for bus and airplane transportation, hotel accommodation, and admission fees, were expended or encumbered as of June 1966.

Table 15
Estimated Expenditures for Instructional Materials, Audio-Visual, and Other Equipment Under Title I, P.L. 89-10, at 62 Hawaii Public Schools as of June 1966

Project No.	Districts and Schools	Grades	Enroll.	No. of Disadv. Pup.	PerCent of Dis-adv. Pup.	Appropria.	Allotment	Expenditures and Encumbrances Personal	Supplies	Equipment	Total	Balance
	CENTRAL OAHU											
C-1	Waialua H.S.	7-12	1,001	141	14.1	9,659.00	13,336.00	2,551.70	1,277.63	9,805.66	13,634.99	298.99
C-2	Aiea H.S.	9-12	1,481	145	9.8	5,189.00	18,466.00	4,584.05	945.11	8,931.19	14,460.35	4,005.65
C-3	Aiea Inter.	7-8	928	83	8.9	10,191.00	13,868.00	2,595.70	1,122.35	9,175.45	12,893.50	974.50
C-4	Halawa Elem.	K-6	592	1/	1/	7,841.00	13,677.00	2,580.78	833.70	9,230.35	12,644.83	1,032.17
C-5	Aiea Elem.	K-6	941	147	15.6	9,360.00	13,037.00	2,565.86		8,827.08	11,392.94	1,644.06
			4,943	516 2/	10.4 2/	42,240.00	72,384.00	14,878.09	4,178.79	45,969.73	65,026.61	7,955.37
	LEEWARD OAHU											
L-2	Waianae H.S.	8-12	1,691	300	17.7	55,140.00	55,140.00		791.06	80,795.19	81,586.25	26,446.25
L-3	4 Leeward Schools	K-12	4,700	943	20.1	26,286.00	29,924.00	447.54	299.90		747.44	29,176.56
L-3a	Waianae Elem.	K-7	1,612	274	17.0	47,026.00	47,026.00	3,132.75	3,960.00	47,295.55	54,388.30	7,362.30
L-4	Makaha Elem.	K-6	923	152	16.5	21,565.00	21,565.00			21,009.87	21,009.87	555.13
L-12	Maili Elem.	K-6	885	217	24.5	3,000.00	3,000.00			2,734.32	2,734.32	265.68
L-13	Makaha Elem.	K-6	923	152	16.5	997.00	997.00			997.40	997.40	.40
			10,734	2,038	19.0	154,014.00	157,652.00	3,580.29	5,050.96	152,832.33	161,463.58	63,806.32
	WINDWARD OAHU											
W-1	Hauula	K-8	598	249	41.6	18,684.00	27,810.00	494.54	5,981.56	18,601.96	25,088.06	2,721.94
W-3a	Kahaluu	K-6	358	118	33.0	8,815.00	16,246.00	1,194.25	2,287.35	10,937.93	14,419.53	1,826.47
W-5	Kahuku H.S.	K-12	1,150	153	13.3	16,141.00	27,457.00	1,408.94	1,048.01	19,061.80	21,487.09	5,969.91
W-8	Heeia	K-6	875	1/	1/	19,059.00	24,493.00	2,387.12	4,198.07	18,224.04	24,809.23	316.23
W-9	Waimanalo	K-9	849	124	14.6	3,495.00	11,461.00	6,251.15	165.00	3,892.03	10,294.18	1,166.82
W-9a	Waimanalo	K-9	849	124	14.6	4,702.00	10,813.00	2,685.22	3,327.78	4,138.10	10,151.10	661.90
W-10	Castle	9-12	1,708	148	8.7	45,427.00	60,194.00	5,001.38	6,616.07	43,314.39	54,931.84	5,262.16
	OAHU TOTAL		5,538	792 2/	14.3	116,323.00	178,474.00	19,422.60	23,623.84	118,170.25	161,181.03	17,925.43
	HAWAII DISTRICT											
H-1	12 Schools	K-12	6,655	1,952	29.3	63,056.00	69,367.00	355.00	102.18	64,918.94	65,376.12	3,990.88
H-5	Pahoa H.S. & Elem.	K-12	342	45	13.2	2,670.00	3,670.00	752.23	725.23	2,094.22	3,572.44	97.56
H-11	Kohala H. S. & Elem.	K-12	827	45	5.4	3,000.00	3,100.00		504.26	2,595.50	3,099.76	.24
H-36	25 Schools	K-12	11,900	1,926	16.2	12,480.00	12,480.00			7,680.00	7,680.00	4,800.00
			19,724	3,968	20.1	81,206.00	88,617.00	1,107.23	1,331.67	77,288.66	79,728.32	8,888.68

Table 15-cont.

Project No.	Districts and Schools	Grades	Enroll.	No. of Disadv.Pup.	PerCent of Dis-adv.Pup.	Appropria.	Allotment	Expenditures and Encumbrances			Total	Balance
								Person	Supplies	Equipment		
	MAUI DISTRICT											
M-11	Maui H.S.	9-12	621	79	12.7	16,707.00	18,137.00		1,590.92	7,823.68	9,414.60	1,007.65
M-12	Bladwin H.S.	9-12	1,486	1/	1/	9,434.00	9,434.00		6,157.28	10,972.07	17,129.35	19.40
			2,107	79 2/	3.7 2/	26,141.00	27,571.00		7,748.20	18,795.25	26,543.95	1,027.05
	STATE TOTAL		43,046	7,393 2/	17.2 2/	419,924.00	524,698.00	38,979.21	41,933.46	413,056.72	493,943.49	99,602.85

1/ Data not available

2/ Computed on the basis of available data

Sources: Hawaii. Dept. of Education untitled, undated report of schools, grades, and enrollment in the school year 1965-66; "Evaluation Progress Report" (Title I, P.L. 89-10); ________. Office of Business Services, "Appropriation Expenditure Ledger," June 1966, and "Quarterly Object of Expenditure Report", June 1966

These 24 projects under Title I, P.L. 89-10, included 62 State of Hawaii public schools, involving a combined student population of 43,046, of whom at least 7,393, or 17.2 per cent were disadvantaged.[1] A total of $524,698 were allotted to the projects of which $493,943 were spent or encumbered. Of this amount $38,979 were expended on salaries, $41,933 on supplies, and $418,056 on equipment.

These projects, to be sure, were not the only ones providing students and schools with instructional materials and equipment, since most of the projects expended funds for them; but their aim to improve student instruction was largely, if not wholly, described in terms of such provisions. In addition, classroom assistants and a handful of specialized professional personnel were made available. In some cases audio-visual or multi-media centers were established to produce audio-visual aids such as transparencies, slides, tapes, etc., in order to stimulate and motivate students and enrich and upgrade the level of instruction. In some other instances video-tape recorders and educational television sets were acquired to compensate for inadequate teaching competencies in certain subject areas, as well as lacks in the cultural, intellectual, and recreational life of disadvantaged.

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[1] These figures are substantially incomplete as data from 12 schools were unavailable.

PART III

EVALUATIONS OF STATE OF HAWAII TITLE I PROJECTS, P.L. 89-10, FOR THE SCHOOL YEAR 1965-66

A. DESCRIPTION OF EVALUATION FORM FOR HAWAII STATE TITLE I PROJECTS AND DEFINITION OF TERMS

The project evaluation forms sent to Hawaii public schools consisted of five pages. On the first two pages 11 questions, including one open-ended item, with sub-items ranging from "a" to "i", were listed on the left side, and on the right side were a row of three numbered blocks in which the evaluator was to check either 3, 2, or 1, indicating "Excellent," "Fair," or "Poor," respectively. There were three additional open-ended evaluative items on the third page: "I. Outstanding aspects of the project"; "II. Recommendations for improvement of the project"; and "III. Comments". (See Appendix IV.)

In addition, pages 4 and 5 contained definitions of 11 ESEA evaluation items, which are listed below:

Comprehensiveness:	A project has comprehensiveness when it provides for consideration by the individual and group of the demands made by our complex society and assists these individuals and groups to more adequately meet these demands and satisfy their needs through growth as a result of this project or program.
Balance:	A project has balance when proper emphasis is given to the various experiences and concepts so that the true objectives are achieved with minimal effort or distortion of values.
Continuity:	The program provides the opportunity for the pupils to grow progressively in knowledge, competence, and value appreciation. For example, adolescents are repeatedly provided with situations which help them build attitudes that characterize sound development. Such attitudes as self-discipline, tolerance, critical mindedness, social sensitivity, optimism, personal responsibility, self-respect, self-reliance and leadership.
Flexibility:	The program has been designed to permit the agency to revise or change the pattern of the program.
Specialist:	The preparation of the teacher or consultants involved in the program is such that as a result of education, training, and experience she can be considered an expert in the problem area.

Research:	The project was based and designed after consideration and review of surveys indicating local need and education research in the areas of individual growth, learning and development as well as curriculum.
Universality:	The term used to express the provision that enables the problem area to provide a relationship between various subject and problem areas.
Functional Learning:	The term is used to note the provisions of the program to provide the pupil with an opportunity to relate his studies to everyday life (living).
Objectives (Goals):	The term is used to present the statements of desirable educational attainment stated in operational terms.
Direct Evidence:	A term used to include such evaluation techniques as measuring student achievement, attitude, interests, study skills, social adjustment and reading readiness.
Indirect Evidence:	A term used to include such evaluation techniques as faculty analysis and participation, self-evaluation, including a review of administrative practices, instructional material, and physical facilities.

B. TABLES ON THE EVALUATION OF VARIOUS HAWAII STATE TITLE I PROJECTS AND ACCOMPANYING DESCRIPTIONS

Table 16

Number and Per Cent of "Excellent", "Fair", and "Poor" Responses of 74 Hawaii Elementary and Secondary Schools to Evaluation Items of Certain Projects Under Title I, P.L. 89-10.

Group	Types of Projects	Number of Schools	RESPONSES						Total Responses To Items	PerCent
			Number "Excl."	PerCent "Excl."	Number "Fair"	PerCent "Fair"	Number "Poor"	PerCent "Poor"		
I	Audio-Visual Center, Instructional Material Center, Educational Television	7	62	64.6	32	33.3	2	2.1	96	100
II	Decreasing School Alienation--the Identification of Style and some Similar Projects	8	65	61.3	33	31.1	8	7.6	106	100
III	Field Trips	5	43	69.4	16	25.8	3	4.8	62	100
IV	Classroom Assistants	10	63	51.2	46	37.4	14	11.4	123	100
V	After School Tutoring and Study Centers	6	27	39.1	36	52.2	6	8.7	69	100
VI	Classroom Assistants, Study Centers and Cultural Enrichment Programs in Various Schools	25	168	50.5	137	41.1	28	8.4	333	100
VII	Language Arts	9	82	64.6	41	32.3	4	3.1	127	100
VIII	Pre-Schools	4	42	67.7	19	30.6	1	1.6	62	100
	TOTAL	74	552		360		66		978	
	PER CENT		56.4%		36.8%		6.8%		100%	

For the purposes of this evaluation report, projects were classified into eight groups by similarities. A total of 978 responses were made by 74 schools in the evaluation form containing the 11 items, one of which was an open-ended type of question with sub-items ranging from "a" to "i", and the three other open-ended items: "I. Outstanding aspects of the project"; "II. Recommendations to improve the project"; and "III. Comments", to be rated "Excellent," "Fair," or "Poor."

Over-all, 552 responses, or 56.4 per cent, were in the category of "Excellent;" 360, or 36.8 per cent, in "Fair;" and 66, or 6.8 per cent, in "Poor." The seven schools in Group I projects (Audio-Visual Center, Instructional Materials Center, and Educational Television) gave 62, or 64.6 per cent, ratings of "Excellent"; 32, or 33.3 per cent, "Fair"; and two, or 2.1 per cent, "Poor".

Eight schools in Group II projects (Decreasing School Alienation...and Similar Projects) responded with 65, or 61.3 per cent, ratings of "Excellent"; 33 or 31.1 per cent "Fair"; and 8, or 7.6 per cent, "Poor." Five schools in Group III gave their field trip projects 43 responses, or 69.4 per cent, of "Excellent"; 16, or 25.8 per cent, "Fair"; and 3, or 4.8 per cent, "Poor".

Ten schools in Group IV, utilizing classroom assistants, gave the latter 63 out of 123 responses, or 51.2 per cent, of "Excellent"; 46, or 37.4 per cent, "Fair"; and 14, or 11.4 per cent, "Poor". Six Group V schools (After School Tutoring and Study Centers) gave 27 responses, or 39.1 per cent, of "Excellent"; 36, or 52.2 per cent, "Fair"; and six, or 8.7 per cent, "Poor". Twenty-five schools in Group VI (Classroom Assistants, Study Center and Cultural Enrichment..) gave 168 responses, or 50.5 per cent, of "Excellent"; 137, or 41.1 per cent, "Fair"; and 28, or 8.4 per cent, "Poor".

Nine schools in Group VII (Language Arts) gave 82 responses, or 64.6 per cent, of "Excellent"; 41, or 32.3 per cent, "Fair"; and 4, or 3.1 per cent, "Poor". Four Group VIII schools (Preschools) gave 42 responses, or 67.7 per cent, of "Excellent"; 19, or 30.6 per cent, "Fair"; and 1, or 1.6 per cent, "Poor".

Table 17

Ratings by 6 Hawaii Schools of Audio-Visual Center,
Material Center, and Educational Television Projects
Under Title I, P.L. 89-10, as of June 1966.

	Excellent	Fair	Poor	Total
1. To what degree is the program meeting the needs of the the Project Objectives (goals)?				
a. Provide learning enrichment through audio-visual presentation	2	2		4
b. Provide culturally enriching experiences	2			2
c. Provide additional opportunities for discourse in English by introducing media other than textbooks	1	4		5
d. Provide a multitude of audio-visual aids for the motivation of learning	2			2
e. Provide better understanding of subject matter by presenting additional stimuli for comprehending concepts	2	2		4
f. Provide more favorable climate for learning through audio-visual aids	2	1		3
g. Provide teachers with additional tools for effective teaching	4	1		5
h. Provide teachers with the services of aides	2			2
i. Provide greater opportunities for up-grading teachers' abilities in the use of audio-visual aids.	2	1		3
2. To what degree does the project provide for comprehensiveness?	4	1		5
3. To what degree does the project provide for balance?	4	3		7
4. To what degree does the project involve coordination and continuity?	4	3		7
5. To what degree does the project provide for flexibility?	6	1		7
6. To what degree does the project draw upon specialists?	3	4		7
7. To what degree does the project make use of education research?	5	2		7
8. To what degree does the project permit universality?	6	1		7
9. To what degree does the project contribute to functional learning?	3	3		6
10. To what degree does the physical facilities relate to the project?	2	2	2	6
11. To what degree are the instructional materials utilized in the project?	6	1		7
TOTAL	62	32	2	96
PER CENT	64.6%	33.3%	2.1%	100%

GROUP I

Aiea High, Aiea Intermediate, and Halawa Elementary Schools purchase audio-visual equipment and services for the enrichment of learning for their students; while Castle High, Kahaluu Elementary, Kohala High and Elementary, and Halaula Schools expended their funds on audio-visual, instructional materials, and multi-media centers.

See Table 17 for the responses of these schools to evaluative items, and Appendix III for brief descriptions of the projects.

The following are others of their responses:

I. Outstanding Aspects of the Project:

  a. The project provided instructional materials such as transparencies, reproductions, charts, and seatwork exercises, when needed. This is important instructionally because geographic isolation makes immediate access to instructional materials difficult.

  b. More equipment was available to vary teaching activities.

  c. Aides provided valuable time-saving services to the teaching staff, lifting the morale of both teachers and students.

  d. Aides scheduled films in advance for teachers and classes.

  e. Students benefited from the exposure to cultural experiences provided by filmstrips, tapes, recordings, and sound films.

  f. Aides, equipment, and materials provided for local production of instructional materials.

II. Recommendations for Improvement of the Project:

  a. Additional aides, equipment, and materials are needed.

  b. More operating and storing space is necessary for equipment.

  c. In-service training is needed for teachers and assistants to improve the quantity and quality of instructional materials.

III. Comments:

  a. All of the equipment did not arrive in time for extensive use. A full year of operation is necessary to demonstrate the full potential of such a facility.

b. More audio-visual equipment and supplies helped to improve the instructional and learning processes.

c. This is a worthwhile project which may be a major factor in upgrading the achievement of students and in enhancing the status of schools.

Table 18

Ratings by 8 Hawaii Schools of Title I Projects Designed to Decrease School Alienation as of June 1966.

		Excellent	Fair	Poor	Total
1.	To what degree is the program meeting the needs of the Project Objectives (goals)?				
	a. Provide a highly specialized rehabilitative educational center	2	1		3
	b. Help students to understand themselves, get along with others, develop social and academic skills	3	1		4
	c. Raise their achievement level commensurate with their potential	1	4		5
	d. Raise their aspirational level commensurate with their potential	2	1		3
	e. Develop democratic and leadership skills through club organizations and intramural activities	2			2
	f. Relieve regular faculty members working with slow learners and others to provide individual attention	3	1		4
	g. rovide field trips to broaden the educational and cultural backgrounds of students	4			4
	h. Communicate and cooperate with parents and community agencies		1	1	2
	i. Conduct follow-up research on students involved			1	1
	j. Decrease number of disciplinary cases and drop outs and create a better climate of learning	1			1
	k. Provide a place to study	1			1
2.	To what degree does the project provide for comprehensiveness?	6	1		7
3.	To what degree does the project provide for balance?	4	4		8
4.	To what degree does the project involve coordination and continuity?	7	1		8
5.	To what degree does the project provide for flexibility?	5	1	2	8
6.	To what degree does the project draw upon specialists?	2	5		7
7.	To what degree does the project make use of education research?	3	4	1	8
8.	To what degree does the project permit universality?	5	3		8
9.	To what degree does the project contribute to functional learning?	8			8
10.	To what degree does the physical facilities relate to the project?	3	2	2	7
11.	To what degree are the instructional materials utilized in the project?	3	3	1	7
	TOTAL	65	33	8	106
	PER CENT	61.3%	31.1%	7.6%	100%

GROUP II

The three large high schools in Honolulu - Farrington, McKinley, and Roosevelt - shared a major project, "Decreasing School Alienation--the Identification of Style." Castle, Waihee, Lanai High and Elementary, Kilohana Elementary and Intermediate, and Honokaa High and Elementary Schools sponsored projects with similar elements such as classroom assistants, study centers, excursions, counseling and tutorial services, and remedial and enrichment programs.

See Table 18 for the responses of these schools to evaluation items, and Appendix III for descriptions of the projects.

The following are additional responses:

I. Outstanding Aspects of the Project:

- a. The wide diversity of approaches utilized in attempting to gain objectives.
- b. The growing awareness of the regular teachers of the special needs of project students.
- c. The community awareness of these students' special needs.
- d. The students' awareness of the community in which they live.
- e. The individual attention given to students.
- f. The changes in students' attitudes towards the school.
- g. The commendable work of the staff.
- h. The effect of educational and cultural field trips in broadening experiences and background of students.
- i. The contributions of classroom assistants to the faculty and school, and the tutors to students' needs.
- j. The opportunities for social, emotional, academic and cultural growth for students who might otherwise have continued to be deprived in these respects.
- k. Many students continued their work and graduated instead of dropping out from school.
- l. Minimized campus incidents and undesirable group activities through counseling, and helped some students under parole to meet their obligations satisfactorily.

II. Recommendations for Improvement of the Project:

a. Provide clearer and consistent direction from state office to schools and all other agencies involved.

b. Reduce the "overwhelming amount of red tape" on paper work.

c. Inform and involve total school faculty with the project.

d. Streamline identity and placement of students in project.

e. Make better selections and utlization of all assistants.

f. Provide in-service training for all involved in projects.

g. Continue projects and seek other means of meeting needs of students.

III. Comments:

a. The project offered a tremendous advantage to the disadvantaged; despite the brevity of program, it was highly successful.

b. There was too much emphasis on academic achievement. Broad attitudinal changes are necessary before any significant changes will occur academically.

c. Student participation in extra-curricula activities provided by project have generated enthusiasm, and a sense of belonging and self-worth and self-respect among students.

d. Materials ordered arrived too late to be of much use to the project the first year.

e. Time was too short for any kind of evaluation to be done on project, especially where it deals with attitudinal changes and human values.

Table 19

Ratings by 5 Hawaii Schools of Field Trips Under Title I, P.L. 89-10, as of June 1966.

		Excellent	Fair	Poor	Total
1.	To what degree is the program meeting the needs of the Project Objectives (goals)?				
	a. Broaden pupils' educational and cultural backgrounds	1	1		2
	b. Make students' learning activities more meaningful	4			4
	c. Promote understanding and appreciation of the world in which we live	1			1
	d. Promote self-discipline, proper social behavior and harmonious living with peers	2			2
	e. Promote appreciation of our own cultural and historical heritage	2			2
	f. Make urban experiences available to rural students	2	1		3
	g. Experience being away from home	1			1
2.	To what degree does the project provide for comprehensiveness?	2	2		4
3.	To what degree does the project provide for balance?	3	2		5
4.	To what degree does the project involve coordination and continuity?	4		1	5
5.	To what degree does the project provide for flexibility?	2	3		5
6.	To what degree does the project draw upon specialists?	3	2		5
7.	To what degree does the project make use of education research?	4	1		5
8.	To what degree does the project permit universality?	3	2		5
9.	To what degree does the project contribute to functional learning?	4	1		5
10.	To what degree does the physical facilities relate to the project?	3		1	4
11.	To what degree are the instructional materials utilized in the project?	2	1	1	4
	TOTAL	43	16	3	62
	PER CENT	69.4%	25.8%	4.8%	100%

GROUP III

Haiku, Kula, Paia, Honomu, and Paauilo Elementary and Intermediate Schools provided field trips to broaden and enrich the meager experiential backgrounds of their students.

See Table 19 for their responses to evaluation items, and Appendix III for descriptions of their projects.

The following are others of their responses:

I. Outstanding Aspects of the Program:

   a. Provided enrichment of student background to make learning more meaningful.

   b. Promoted social and academic development of students.

   c. Exposed rural students to urban environment.

II. Recommendations for Improvement of the Project:

   a. Teachers should go on trips with students so that evaluation of trip with students can be made.

   b. Provide more time to visit more places of interest.

   c. Other students should be allowed to go on trips.

   d. Plan on Thursday and Friday trips, as all places are open and weekends are available for rest.

   e. Project schedules should be more flexible.

III. Comments:

   a. Reading, language, and arithmetic showed 10, 16, and 9 percentile improvement on CAT test results between February 8, 1966, and June 1966.

   b. Students gained a "tremendous amount of knowledge".

   c. Age differences among students were a problem so far as student interest was concerned on visits.

   d. Places visited were truly educational and inspiring.

Table 20

Ratings by 10 Hawaii Schools of Classroom Assistants Under Title I, P.L. 89-10, as of June 1966.

		Excellent	Fair	Poor	Total
1.	To what degree is the program meeting the needs of the Project Objectives (goals)?				
	a. Relieving teachers from clerical and non-professional duties	8	2	0	10
	b. Relieving teachers of routine chores (collecting lunch money, taking attendance)	0	1	0	1
	c. Supervising students during recess, lunch hour...	2	3	0	5
	d. Prepare instructional materials	4	0	0	4
	e. Correcting objective tests, workbooks	1	1	0	2
	f. Allow teachers more time to improve the basic skills of students	3	4	0	7
2.	To what degree does the project provide for comprehensiveness?	4	4	2	10
3.	To what degree does the project provide for balance?	6	2	1	9
4.	To what degree does the project involve coordination and continuity?	4	5	0	9
5.	To what degree does the project provide for flexibility?	9	1	0	10
6.	To what degree does the project draw upon specialists?	1	3	3	7
7.	To what degree does the project make use of education research?	3	4	3	10
8.	To what degree does the project permit universality?	3	5	2	10
9.	To what degree does the project contribute to functional learning?	5	4	1	10
10.	To what degree does the physical facilities relate to the project:	4	5	0	9
11.	To what degree are the instructional materials utilized in the project?	6	2	2	10
	TOTAL	63	46	14	123
	PER CENT	51.2%	37.4%	11.4%	100%

GROUP IV

Kahaluu, Haiku, Wailuku, Kula, Paia, Kamehameha III, Honomu Elementary Schools and Honokaa High and Elementary, Kohala High and Elementary, Halaula, and Laupahoehoe High and Elementary Schools utilized classroom assistants in their projects.

See Table 20 for their responses to evaluation items, and Appendix III for descriptions of their projects.

The following are additional evaluations by these schools:

I. Outstanding Aspects of the Project:

  a. Relieved majority of teachers from clerical and non-instructional tasks;

  b. Allowed individualized and small group teaching to a larger extent than was possible previously;

  c. Allowed for greater use of instructional materials and more activities outside of class.

II. Recommendations for Improvement of the Project:

  a. In-service workshop or orientation program for classroom assistants and teachers necessary for the best use of classroom assistants;

  b. Closer supervision and evaluation of program necessary at school level;

  c. Consultation services from State-Federal levels needed to explain program and answer questions;

  d. Continue program and provide more classroom assistants.

III. Comments:

  a. The results have proven most beneficial to both teachers and students; since more time can be devoted to classroom preparations and the actual instructions, the quality of teaching improved.

  b. This was the best project at our school. It helped students and teachers.

  c. Classroom assistants were especially helpful in our language arts, arithmetic and art periods.

d. School librarians and parents interviewed noted improvement in the pupils' library and reading habits.

e. The project began in March but everyone concerned noticed some improvement in the pupils' attitudes and work.

f. C.A.T. tests given on February 8, 1966 and June 1966 showed improvement of 10 percentile in reading, 9 percentile in arithmetic, and 16 percentile in language for grades 4, 5, and 6. (Honomu)

Table 21

Ratings by 5 Hawaii Schools of Afterschool Tutoring and Study Centers Under Title I, P.L. 89-10, as of June 1966.

	Excellent	Fair	Poor	Total
1. To what degree is the program meeting the needs of the Project Objectives (goals)?				
a. Provide a place to study with educational aids and professional supervision close at hand	2	2		4
b. Provide individualized instruction where necessary		2		2
c. Help students form proper study habits	1			1
d. Improve ability in reading and note-taking	2	4		6
e. Provide enriching experiences for the educationally and culturally deprived		1		1
f. Help to understand materials in other subject areas	1	3		4
g. Help students to succeed and gain a sense of security	1			1
h. Provide after school snack	1			1
2. To what degree does the project provide for comprehensiveness?	2	2	1	5
3. To what degree does the project provide for balance?	2	3		5
4. To what degree does the project involve coordination and continuity?	2	3		5
5. To what degree does the project provide for flexibility?	3	1	1	5
6. To what degree does the project draw upon specialists?	2	3		5
7. To what degree does the project make use of education research?		4	1	5
8. To what degree does the project permit universality?	2	2	1	5
9. To what degree does the project contribute to functional learning?	2	2		4
10. To what degree does the physical facilities relate to the project?	2	2	1	5
11. To what degree are the instructional materials utilized in the project?	2	2	1	5
TOTAL	27	36	6	69
PER CENT	39.1%	52.2%	8.7%	100%

GROUP V

Haiku, Kula, and Paia Elementary, Lahainaluna High, and Kau High and Pahala Elementary Schools sponsored afterschool tutoring and study centers.

See Table 21 for the responses of these schools to evaluation items, and Appendix III for descriptions of their projects.

The following are additional evaluations by these schools:

I. Outstanding Aspects of the Program:

   a. Provided a place to study for students who otherwise would be roaming the streets;

   b. Enabled students to receive individual help on their problems and homework, and give them more confidence to face the next day;

   c. Students now changed their attitude about seeking help and learned to use resource materials and worked more independently;

   d. Small group instruction made possible greater language arts participation of students;

   e. Teachers of students in program reported that class participation and grades improved.

II. Recommendations for Improvement of the Project:

   a. More publicity be given to parents about the study center;

   b. Groups should be small and limited to one grade level;

   c. Program should be flexible enough to provide for other activities;

   d. Attendance should be compulsory;

   e. Transportation should be improved;

   f. More definite means of evaluation of students' needs and progress should be provided;

   g. The program should be continued.

III. Comments:

   a. Although late arrival of reference materials hampered the program, the study center itself was well received by students and parents.

   b. Students showed remarkable progress in school work.

Table 22

Ratings by 23 Hawaii Schools of Classroom Assistants, Study Center, and Cultural Enrichment Programs Under Title I, P.L. 89-10, as of June 1966.

	Excellent	Fair	Poor	Total
1. To what degree is the program meeting the needs of the Project Objectives (goals)?				
a. Relieve teachers from clerican and non-professional duties (classroom assistants)	17	2	0	19
b. Allow teachers more time to improve basic skills of students (Classroom assistants)	15	7	0	22
c. Provide needed supplies and equipment	5	1	0	6
d. Provide meaningful or enriching experiences (field trips)	16	4	0	20
e. Provide a place for study (early bird, after school, Saturday)	5	2	0	7
f. Allow for guidance and counseling and work on attitudes and values	2	4	0	6
g. Enrich school curriculum with new courses (folk dancing, art, ukulele instruction)	1	0	0	1
h. Supervise students (classroom assistants)	4	2	0	6
i. Prepare instructional materials (classroom assistants)	4	0	0	4
j. Correct Student tests (classroom assistants)	3	1	0	4
k. Do routine chores (classroom assistants)	4	0	0	4
2. To what degree does the project provide for comprehensiveness?	7	13	0	20
3. To what degree does the project provide for balance?	8	15	2	25
4. To what degree does the project involve coordination and continuity?	11	13	1	25
5. To what degree does the project provide for flexibility?	16	6	3	25
6. To what degree does the project draw upon specialists?	1	11	10	22
7. To what degree does the project make use of education research?	3	12	8	23
8. To what degree does the project permit universality?	6	15	2	23
9. To what degree does the project contribute to functional learning?	18	7	0	25
10. To what degree does the physical facilities relate to the project?	6	14	2	22
11. To what degree are the instructional materials utilized in the project?	16	8	0	24
TOTAL	168	137	28	333
PER CENT	50.5%	41.1%	8.4%	100%

GROUP VI

The following schools expended project funds upon classroom assistants, study centers, and cultural enrichment programs: Anuenue, Central, Fern, Jarrett, Jefferson, Kaahumanu, Kaewai, Kaiulani, Kalakaua, Kalihi, Kalihi-kai, Kalihi-uka, Kalihi-waena, Kauluwela, Koko Head, Likelike, Linapuni, Lincoln, Lunalilo, Palolo, Pauoa, Puuhale, and Royal Schools.

See Table 22 for the responses of these schools to evaluation items, and Appendix III for descriptions of their projects.

Additional evaluations by these schools follow:

I. Outstanding Aspects of the Project:

a. Provided for more individualized and small group instruction;

b. Classroom assistants also took over clerical duties so that teachers could plan more effectively and prepare instructional materials:

c. Enriching experiences were provided through excursions not possible otherwise, resulting in spontaneous conversations, creative writings, drawings, and contributing toward cultural and academic growth;

d. Afterschool study centers took students off the streets and provided them a place to do their homework and receive supervised assistance in their school work;

e. Schools were able to purchase equipment and materials not possible otherwise.

II. Recommendations for Improvement of the Project:

a. Provide more funds for classroom assistants, equipment and materials, and educationally valuable field trips;

b. Provide funds for in-service training for teachers and assistants;

c. Hire consultants and professionals;

d. Provide more direction on projects and adequate time to plan and involve teachers in the planning; be more specific about what can and cannot be done with funds, about who is eligible.

III. Comments:

a. Classroom assistants did an outstanding job; all teachers would appreciate the continuance of this program;

b. In general, the project was well received by teachers, pupils, and parents;

c. There was too much unnecessary paper work;

d. It was difficult to make objective evaluation of the project;

e. Perhaps because of the newness of the program, directives given by the State and District level came in dribbles and improper sequences; this added to the confusion and delay of progress.

Table 23

Ratings by 9 Hawaii Schools of Language Arts Programs Under Title I, P.L. 89-10, as of June 1966.

	Excellent	Fair	Poor	Total
1. To what degree is the program meeting the needs of the Project Objectives (goals).				
a. Enrich the experiential background of students		2		2
b. Involve parents in cooperation with the school's efforts			1	1
c. Improve students' general physical and mental health			1	1
d. Improve students' self-image: attitude, motivation self-confidence, self-respect	2	2		4
e. Improve students' attendance.		1		1
f. Improve students' respect for proper authority	1			1
g. Provide students' with proper "models" to follow			1	1
h. Improve level and conditions of teaching: positive school climate	1	2		3
i. Improve reading ability: interest, library skills, book selection, vocabulary, etc.	6	2		8
j. Improve writing ability	2	1		3
k. Improve speaking ability	4			4
l. Improve listening ability	2			2
m. Provide individualized or small groups instruction	4	1		5
n. Improve students' thinking powers			1	1
o. Improve parents', as well as students' self-image				
2. To what degree does the project provide for comprehensiveness?	7	2		9
3. To what degree does the project provide for balance?	7	2		9
4. To what degree does the project involve coordination and continuity?	5	4		9
5. To what degree does the project provide for flexibility?	8	1		9
6. To what degree does the project draw upon specialists?	4	6		10
7. To what degree does the project make use of education research?	3	5		8
8. To what degree does the project permit universality?	5	4		9
9. To what degree does the project contribute to functional learning?	8	1		9
10. To what degree does the physical facilities relate to the project?	4	5		9
11. To what degree are the instructional materials utilized in the project?	9			9
TOTAL	82	41	4	127
PER CENT	64.6%	32.3%	3.1%	100%

GROUP VII

Castle High, Dole Intermediate, Kaaawa, Waiahole, Kalanianaole Elementary and Intermediate, Honomu, Naalehu, and Honokaa High and Elementary Schools carried on some type of language arts programs.

See Table 23 for the responses of these schools to evaluation items, and Appendix III for descriptions of their projects.

The following are additional responses by the schools:

I. Outstanding Aspects of the Project:

a. Creation of special remedial reading and language programs;

b. Provision of a quiet study center for students without such a place at home;

c. The sale of about 18,680 books to 1,891 students at an "Own-a-Book" Fair;

d. Afterschool courses added to school curriculum;

e. Broadening of educational and cultural experiences of students through visits to symphonies, youth theater, civic areas, etc.;

f. Provision of a counselor to handle absentee cases and potential dropouts;

g. Reduction in size of classes;

h. The acquisition of supplies and new materials;

i. The provisions of classroom assistants, making possible easier identification of children's needs, more careful planning of lessons, and allowing teachers and schools to provide more services to students;

j. Closer relationship among teachers, and the favorable responses of students and parents;

k. The improvement of students' attitudes toward school and the progress of students in academic skills.

II. Recommendations for Improvememt of the Project:

a. Continue the program;

b. Expose students to more subject areas to help them see the interrelationship among the disciplines;

c. Include more students in the program;

d. Provide simple guidelines on projects from district and state and ample time to study them;

e. Set budget ceiling for each school;

f. Determine projects earlier so schedules can be set earlier;

g. Keep classes small to insure maximum effectiveness;

h. Provide enrichment for faster students, as well as slower ones;

i. Involve parents to gain their support for programs;

j. Provide in-service training for teachers and classroom assistants;

k. Provide for more articulation among project and regular teachers;

l. Indicate language arts concerns for total school program and not for special projects alone;

m. Provide special classes for students with special needs, such as "emotional deprivation";

n. Let Title III Curriculum Center help schools develop instructional materials.

III. Comments:

a. Time was too short for the project;

b. Language specialists commented favorably on remedial language arts program and methods used;

c. Parents and students derived "a real sense of pride" over participation and accomplishment in afterschool programs;

d. Project did not have the impact hoped for because most of the audio-visual equipment and instructional materials arriving late in the school year;

e. Students showed academic, as well as attitudinal, improvement.

Table 24

Ratings by 4 Hawaii Schools of Pre-School Projects Under Title I, P.L. 89-10, as of June 1966

	Excellent	Fair	Poor	Total
1. To what degree is the program meeting the needs of the Project Objectives (goals).				
a. Provide a wide range of experiences for general development and academic success	3	1	0	4
b. Provide for health and physical well being	2	2	0	4
c. Provide for social and psychological well being	3	0	0	3
d. Improve thinking, expression	0	3	0	3
e. Establish respect for authority through familiarity with authority figures	1	1	0	2
f. Meet with older children, teenagers, and adults who serve as "models" for speech, conduct	1	0	0	1
g. Provide positive school atmosphere	3	1	0	4
h. Build confidence, self-respect and dignity for self and family	0	0	0	0
i. Build ability to get along with others	3	0	0	3
2. To what degree does the project provide for comprehensivness?	3	1	0	4
3. To what degree does the project provide for balance?	3	1	0	4
4. To what degree does the project involve coordination and continuity?	4	0	0	4
5. To what degree does the project provide for flexibility?	3	1	0	4
6. To what degree does the project draw upon specialists?	2	1	1	4
7. To what degree does the project make use of education research?	1	3	0	4
8. To what degree does the project permit universality?	1	2	0	3
9. To what degree does the project contribute to functional learning?	4	0	0	4
10. To what degree does the physical facilities relate to the project?	3	1	0	4
11. To what degree are the instructional materials utilized in the project?	2	1	0	3
TOTAL	42	19	1	62
PER CENT	67.7%	30.7%	1.6%	100%

GROUP VIII

Kaiulani, Waiahole, Haiku, and Lanai High and Elementary Schools selected pre-school projects.

See Table 24 for their responses to evaluation items, and Appendix III for descriptions of their projects.

Additional evaluations by these schools follow:

I. Outstanding Aspects of the Project:

   a. The community wanted this project;

   b. Facilities and equipments or funds were available to purchase needed items;

   c. The school met the objectives of the program;

   d. Follow-up work in dental corrections for all students was provided;

   e. "Tremendous growth" in social development and in self-discipline manifested;

   f. Teacher assistants shared responsibilities with teachers;

   g. Programs had flexibility.

II. Recommendations for Improvement of the Project:

   a. Provide better means of evaluating the progress of students;

   b. Keep enrollment down to 15 or 20;

   c. Provide books, records, and other supplies at pre-school rather than kindergarten;

   d. Hold conferences with parents periodically;

   e. Provide in-service supervision;

   f. Limit enrollment to 4 and 5-year olds who will enter kindergarten within the year.

III. Comments:

   a. Pre-school should be open to all children, regardless of economic situation.

   b. This program should be continued next year.

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APPENDICES

APPENDIX I

A SHORT LIST OF STATE OF HAWAII PUBLIC SCHOOLS PARTICIPATING IN TITLE I, P. L. 89-10, INCLUDING TWO STATE-WIDE PROJECTS

HONOLULU DISTRICT SCHOOLS	PROJECT NUMBER
Farrington, McKinley, Roosevelt High Schools	1
(25) Selected Schools: Anuenue, Fern, Jefferson, Kaahumanu, Kaewai, Kaiulani, Kalihi, Kalihi-kai, Kalihi-uka, Kalihi-waena, Kauluwela, Koko Head, Kuhio, Lanakila, Likelike, Linapuni, Lincoln, Lunalilo, Palolo, Pauoa, Puuhale, Royal, Central Inter., Jarrett Inter., Kalakaua Inter.	2
Dole Intermediate	3
(4) Pre-Schools: Anuenue, Kaiulani, Lanakila, Linapuni	4

CENTRAL OAHU DISTRICT SCHOOLS	
Waialua	1
Aiea High	2
Aiea Intermediate	3
Halawa Elementary	4
Aiea Elementary	5

LEEWARD OAHU DISTRICT SCHOOLS	
Maili	1
Maili	1a
Maili	1b
Waianae High	2
Waianae High	2a
Waianae Elementary, Maili, Makaha, Waianae High	3
Waianae Elementary	3a
Makaha	4
Makaha	4a
Makaha	4b
Waianae Elementary	5
Waianae High & Intermediate	6
Waianae High & Intermediate	7
Waianae Elementary, Intermediate, High	8
Maili, Nanaikapono, Makaha, Waianae Elementary	9
Leeward Teachers (Waianae Elementary, Makaha, Maili, Waianae High, Nanaikapono)	10
Nanaikapono Elementary & Intermediate	11
Maili Elementary	12
Makaha Elementary	13

WINDWARD OAHU DISTRICT SCHOOLS	PROJECT NUMBER
Hauula	1
Kaaawa	2
Kahaluu	3
Kahaluu	3a
King Intermediate	4
Kahuku High & Elementary	5
Waiahole Elementary	6
Waiahole Elementary	6a
Laie Elementary	7
Heeia	8
Waimanalo	9
Waimanalo	9a
Castle	10
Pope Elementary	11

KAUAI DISTRICT SCHOOLS

Kapaa High, Kapaa Elementary, Kapaa Mission, St. Catherine, Anahola, Kilauea, Hanalei	1
Kekaha, St. Theresa, Kekaha Mission	2
Kapaa Elementary, St. Catherine, Wilcox, Immaculate Conception, Waimea High & Elementary, Kekaha, St. Theresa, Kekaha Mission, Kapaa Mission	3

MAUI DISTRICT SCHOOLS

Haiku	1
Lanai High & Elementary	2
Lanai High & Elementary	3
Kihei, Kamehameha III, Paia, Haiku, Kula, Wailuku, Waihee, Lahainaluna	4
Kihei, Wailuku, Paia, Waihee, Haiku, Baldwin, Lanai, Maui, Hana, Kula, Kilohana, Kamehameha III, Lahainaluna	5
Kilohana	6
Hana, Keanae	7
Wailuku Elementary	8
Makawao, Kula, Haiku, Paia	9
Kamehameha III, Wailuku, Haiku, Paia	10
Maui High	11
Baldwin High	12

HAWAII DISTRICT SCHOOLS	PROJECT NUMBER
Keaukaha, Kapiolani, Hilo Intermediate, Hilo High, Kalaoa, Holualoa, Honokohau, Hookena, Konawaena Elementary, Konawaena High, Alae, Honaunau	1
Hilo High	2
Kau High & Naalehu	3
Naalehu	4
Pahoa High & Elementary	5
Hilo High	6
Honokaa High	7
Honokaa High	8
Honokaa High	9
Kohala High & Elementary	10
Kohala High & Elementary	11
Hilo Intermediate	12
Hilo Intermediate	13
Hilo Intermediate	14
Honomu	15
Honomu	16
Pahoa	17
Paauilo Elementary & Intermediate	18
Paauilo Elementary & Intermediate	19
Honomu	20
Honaunau	21
Laupahoehoe	22
Alae/Hookena/Milolii	23
Kalanianaole	24
Paauilo	25
Waiakea Intermediate	26
Lanakila Housing Area	27
Keaukaha Area	28
Konawaena Elementary	29
Konawaena Elementary	30
Hilo Intermediate	31
Hilo Intermediate	32
Kau High, Palaha Elementary, Naalehu Elem. & Inter.	33
Naalehu Elementary	34
Kapiolani/Keaukaha	35
Hakalau, Halaula, Hilo High, Hilo Intermediate, Holualoa, Honaunau, Honokaa, Honokohau, Honomu, Hookena, Kailua, Kalanianaole, Kalaoa, Kapiolani, Kau High, Pahala Elem., Kohala, Konawaena High, Konawaena Elementary, Kurtistown, Laupahoehoe, Milolii, Naalehu, Paauilo, Pahoa	36
Holualoa	37

STATE-WIDE PROJECTS	
Summer Head Start Project (90 schools throughout the State)	1
Summer Follow Through Program (90 schools throughout the State)	2

TOTAL PROJECTS 96

APPENDIX II

A COMPLETE LIST OF STATE OF HAWAII PUBLIC SCHOOLS, GRADES, ENROLLMENT, AND HAWAII PUBLIC SCHOOLS (*) PARTICIPATING IN TITLE I, P. L. 89-10

HONOLULU DISTRICT SCHOOLS	GRADE	1965-66 ENROLLMENT
Aina Haina	K-6	979
Ala Wai	K-6	912
Aliiolani	K-6	859
*Anuenue	K-6	446
*CENTRAL INTERMEDIATE	7-9	730
*DOLE INTERMEDIATE	7-9	1,261
*FARRINGTON HIGH	10-12	2,895
*Fern	K-6	727
Hokulani	K-6	505
*JARRETT INTERMEDIATE	7-9	1,093
*Jefferson	K-6	1,013
*Kaahumanu	K-6	896
*Kaewai	K-6	755
Kahala	K-6	598
KAIMUKI HIGH	10-12	2,374
KAIMUKI INTERMEDIATE	7-9	1,914
*Kaiulani	K-6	775
*KALAKAUA INTERMEDIATE	7-9	1,786
KALANI HIGH	10-12	1,987
*Kalihi	K-6	774
*Kalihi-kai	K-6	1,081
*Kalihi-uka	K-6	655
*Kalihi-waena	K-6	801
Kapalama	K-6	935
*Kauluwela	K-6	495
KAWANANAKOA INTERMEDIATE	7-9	1,302
*Koko Head	K-6	835
*Kuhio	K-6	871
*Lanakila	K-6	798
Liholiho	K-6	766
*Likelike	K-6	685
Liliuokalani	K-6	671
*Linapuni	K-3	293
*Lincoln	K-6	1,139
*Lunalilo	K-6	1,075
Maemae	K-6	1,098
Manoa	K-6	1,110
*McKINLEY HIGH	10-12	2,180
NIU VALLEY INTERMEDIATE	7-9	873
Noelani	K-6	391
Nuuanu	K-6	341
*Palolo	K-6	928
*Pauoa	K-6	867
Pohukaina	K-6	230
*Puuhale	K-6	785
*ROOSEVELT HIGH	10-12	2,015
*Royal	K-6	628
STEVENSON INTERMEDIATE	7-9	1,468
Waialae	K-6	955
Waikiki	K-6	635
Wailupe Valley	K-6	359
WASHINGTON INTERMEDIATE	7-9	1,603
Wilson	K-6	512

CENTRAL OAHU DISTRICT SCHOOLS	GRADE	1965-66 ENROLLMENT
*Aiea	K-6	941
*AIEA HIGH	9-12	1,481
*AIEA INTERMEDIATE	7-8	928
Aliamanu	K-6	1,288
ALIAMANU INTERMEDIATE	7-8	1,474
*Halawa	K-6	592
Hale Kula	K-6	1,250
Helemano	K-6	344
Hickam	K-6	1,089
Iliahi	K-6	684
Kaala	K-6	981
Kipapa	K-6	595
Kunia	K-6	105
LEILEHUA HIGH	9-12	2,022
Moanalua	K-6	835
Mokulele	K-6	792
Nimitz	K-6	1,232
Pearl Harbor	K-6	1,312
Pearl Harbor-kai	K-6	906
RADFORD HIGH	9-12	2,053
Scott	K-6	1,302
Shafter	K-6	427
Wahiawa	K-6	1,174
WAHIAWA INTERMEDIATE	7-8	1,318
*Waialua	K-6	1,293
WAIALUA HIGH	7-12	1,001
Waimalu	K-6	766
Wheeler	K-6	512

LEEWARD OAHU DISTRICT SCHOOLS	GRADE	1965-66 ENROLLMENT
Ahrens	K-6	1,013
Barber's Point	K-6	965
CAMPBELL HIGH & INTERMEDIATE	7-12	1,626
Ewa Elementary & Intermediate	K-8	764
Ewa Beach	K-6	862
HIGHLANDS INTERMEDIATE	7-9	1,032
Iroquois Point	K-6	859
*Maili	K-6	885
*Makaha	K-6	923
*Nanaikapono Elem. & Inter.	K-10	2,103
Palisades	K-6	425
Pearl City	K-6	940
Pearl City Highlands	K-6	1,106
Pearl City-kai	K-6	297
Pohakea	K-6	882
*Waianae Elementary	1-6	1,201
*WAIANAE INTERMEDIATE	7	411
*WAIANAE HIGH	8-12	1,691
Waipahu Elementary	1-6	1,367
WAIPAHU INTERMEDIATE	7-8	766
WAIPAHU HIGH	9-12	1,557

WINDWARD OAHU DISTRICT SCHOOLS	GRADE	1965-66 ENROLLMENT
Aikahi	K-6	827
*CASTLE HIGH	9-12	1,708
Enchanted Lake	K-6	670
*Hauula	K-8	598
*Heeia	K-6	875
*Kaaawa	K-6	207
*Kahaluu	K-6	358
*KAHUKU HIGH & ELEMENTARY	K-12	1,150
Kailua	K-6	1,286
KAILUA HIGH	10-12	2,612
KAILUA INTERMEDIATE	7-9	2,066
Kainalu	K-6	1,237
Kaneohe	K-6	1,227
Kapunahala	K-6	936
Keolu	K-6	740
*KING INTERMEDIATE	7-8	955
*Laie	K-7	444
Lanikai	K-6	441
Maunawili	K-6	679
Mokapu	K-6	959
Parker	K-6	1,324
*Pope	Non-Graded	373
*WAIAHOLE ELEMENTARY & INTERMEDIATE	K-8	588
*WAIAMANALO ELEM. & INTER.	K-9	849

HAWAII DISTRICT SCHOOLS	GRADE	1965-66 ENROLLMENT
*Alae (Kona)	1-6	34
de Silva	K-6	379
Haaheo	K-6	175
*Hakalau	K-6	163
*Halaula	K-6	129
*HILO HIGH	10-12	2,078
*HILO INTERMEDIATE	7-9	999
Hilo Union	K-6	735
*Holualoa (Kona)	K-8	287
*Honaunau (Kona)	K-8	246
*HONOKAA HIGH & ELEMENTARY	K-12	1,073
*Honokohau (Kona)	1-8	97
*Honomu	1-6	94
*Hookena (Kona)	K-8	86
*Kailua (Kona)	K-6	201
*Kalanianaole Inter. & Elem.	K-8	841
*Kalaoa (Kona)	1-6	48
*Kapiolani	K-6	785
*KAU HIGH & PAHALA ELEMENTARY	K-12	620
Kaumana	K-6	106
Keeau Intermediate & Elementary	K-8	304
Keakealani	1-6	55
*Keaukaha	K-6	360
*KOHALA HIGH & ELEMENTARY	K-12	827
*Konawaena Elementary (Kona)	K-6	655
*KONAWAENA HIGH & INTER. (Kona)	7-12	980
*Kurtistown	1-6	75
*LAUPAHOEHOE HIGH & ELEM.	K-12	534
*Milolii	1-8	17
Mountain View Inter. & Elem.	K-9	238
*Naalehu	K-8	388
Ookala	1-6	64
*Paauilo Inter. & Elem.	K-9	335
*PAHOA HIGH & ELEMENTARY	K-12	342
Waiakea Elementary	K-6	446
*WAIAKEA INTERMEDIATE	7-9	652
Waiakeawaena	K-6	786
Waimea Inter. & Elementary	K-9	409

MAUI DISTRICT SCHOOLS	GRADE	1965-66 ENROLLMENT
*BALDWIN HIGH	9-12	1,486
*Haiku	K-8	280
*HANA HIGH & ELEMENTARY	K-12	255
Honokohua	1-8	85
Iao	6-8	415
Kahului	K-8	869
*Kamehameha III	K-8	722
Kaunakakai (Molokai)	K-8	415
*Keanae	1-8	35
*Kihei	K-8	237
*Kilohana Elem. & Inter. (Molokai)	K-10	147
*Kula	K-8	330
*LAHAINALUNA HIGH	9-12	566
*LANAI HIGH & ELEMENTARY (Lanai)	K-12	642
Lihikai	K-8	654
*Makawao	K-8	455
*MAUI HIGH	9-12	621
Maunaloa (Molokai)	K-8	182
Molokai Elem. (Molokai)	K-6	301
MOLOKAI HIGH & INTER. (Molokai)	7-12	323
*Paia	K-8	343
Puunene	K-8	221
*Waihee	K-8	201
*Wailuku	K-6	860

KAUAI DISTRICT SCHOOLS	GRADE	1965-66 ENROLLMENT
*Anahola	1-6	70
Eleele	K-8	557
*Hanalei	1-6	60
Kalaheo	K-8	327
*Kapaa Elementary	K-6	857
*KAPAA HIGH & INTERMEDIATE	7-12	862
KAUAI HIGH	9-12	901
Kaumakani	K-8	145
*Kekaha	K-8	307
*Kilauea	K-8	126
Koloa	K-8	446
Niihau (Niihau)	1-8	79
*WAIMEA HIGH & ELEMENTARY	K-12	1,119
*Wilcox	K-8	1,070

APPENDIX III

PROJECTS OF STATE OF HAWAII SCHOOLS UNDER TITLE I, P.L. 89-10, INCLUDING AMENDMENTS AND SUMMER PROJECTS

HONOLULU DISTRICT

Project No.	Schools	Brief Description & Objective of Project
1	Farrington McKinley Roosevelt	Decreasing school alienation - the identification of style. The project's tasks are to identify those students having great difficulty in the regular school program and who are not performing and/or achieving to their potential. The project will create a school climate conducive to the implementation of an inter-disciplinary approach to the solution of this problem. Additional Personnel: part-time project coordinators or 1 full-time, project clerks, part-time counselors, classroom assistants, part-time educational materials coordinators, part-time health assistants, part-time custodians, part-time student activities directors, part-time athletic directors, part-time student activities assistants, part-time athletic activities assistants.
2	Anuenue, Fern, Jefferson, Kaahumanu, Kaewai, Kaiulani, Kalihi, Kalihi-kai, Kalihi-uka, Kalihi-waena, Kauluwela, Koko Head, Kuhio, Lanakila, Likelike, Linapuni, Lincoln, Lunalilo, Palolo, Pauoa, Puuhale, Royal, Central Int., Jarrett Int., Kalakaua Int.	Teacher aides, Study Centers and Cultural Enrichment programs in 25 selected schools in Honolulu. The project is designed to improve and enrich the instructional programs by relieving teachers from clerical and routine duties; establishing before and afterschool and Saturday-supervised study, tutorial-remedial instruction and recreation; and providing cultural enrichment through field trips and excursions.
3	Dole Intermediate	A special remedial language and remedial reading instruction, special services, and cultural enrichment project. The objectives are: 1) to raise their achievement and aspirational levels; 2) to strengthen the holding power of the school and improve attendance; 3) to enrich the experiential background of the students and raise their cultural sights; 4) to improve their general physical and mental health; 5) to improve attitudes and behavior and thus their self-image; 6) to involve parents in active cooperation with the school to help their children; 7) to raise the level and conditions of teaching of these children.

HONOLULU DISTRICT (cont'd)

Project No.	Schools	Brief Description & Objective of Project
		Project coordinator, certificated teachers, clerk-stenographer, classroom assistants, part-time librarians, project counselor, part-time advisors.
4	Linapuni, Kaiulani, Lanakila, Anuenue	Pre-school projects for the disadvantaged 4-year old children from low-income families--the program will provide an environment for early encouragement and enjoyment of learning, for earlier experience in learning to get along with others and development of self-control, values, and communicative skills. Certificated teachers Classroom assistants

CENTRAL OAHU DISTRICT

1	Waialua High	Enrichment of learning through extended audio-visual equipment and services. Classroom assistant
2	Aiea High	Enrichment of learning through extended audio-visual equipment and services. Classroom assistant
3	Aiea Intermediate	Enrichment of learning through extended audio-visual equipment and services. Classroom assistant
4	Halawa	Enrichment of learning through extended audio-visual equipment and services. Classroom assistant
5	Aiea Elementary	Enrichment of learning through extended audio-visual equipment and services. Classroom assistant
	District Office	Staff Specialist (Instructional Materials)

LEEWARD OAHU DISTRICT

Project No.	School	Brief Description & Objective of Project
1	Maili	A language arts improvement project, grades K-6, at Maili Elementary School. The project is designed to improve the listening, speaking, reading and writing skills of economically and educationally deprived children attending Maili Elementary School
1a	Maili	A social studies project - grades K-6, at Maili Elementary School. The project is designed to improve the instructional program in Social Studies.
1b	Maili	Field trips and excursions. The project is intended to provide experience and observe first-hand the various resources and activities within and outside of the local community in order that classroom instruction may become more interesting, meaningful, and effective.
2	Waianae High	Equipment and materials for various subject areas. Enrichment of instructional programs at Waianae High and Intermediate School. The project is designed to (1) provide materials for the disadvantaged children so they may have equal educational experiences; (2) positively motivate each student; and (3) to provide stimuli for more meaningful reading and other language experiences.
2a	Waianae High	Classroom Assistants Project. It is planned to improve the language arts and social studies programs by providing teacher assistants, who will be responsible for the routine, non-professional duties of the teachers thereby permitting the teachers to do a better job.
		Classroom assistants
3	Waianae Elem. Maili Makaha Waianae High	Educational Media Center for the four schools in Waianae. The objectives are: 1) to provide materials of excellence for the youngsters in order that they may have equal educational opportunities and experiences; 2) to develop skills and gain knowledge to attain individual goals; 3) to enrich experiences of youngsters who have little enrichment in their limited environment; 4) to positively motivate youngsters; 5) to provide

LEEWARD OAHU DISTRICT (cont'd)

Project No.	School	Brief Description & Objective of Project
		a wider range of aspirational models for youngsters to identify with; 6) to provide stimuli for investigation into richer, more meaningful language and readiness experiences; 7) to aid teachers in improving the teaching-learning process through: a) availability of comprehensive teaching materials that are immediately at their disposal; b) in-service training of the use of various materials and equipment.
3a	Waianae Elem.	A language arts resource, equipment, and materials project. The project is designed to upgrade the language arts program through the purchase of new educational equipment and materials. Specific objectives include: a) use of challenging and up-to-date media and materials; b) enable teachers to motivate students by new experiences in learning; c) motivate both teachers and students by enabling them to see and hear their own selves.
		Classroom assistants
4	Makaha	A language arts resource, equipment and materials project. The project is planned to furnish teachers with necessary equipment and materials to improve the language arts program.
4a	Makaha	Classroom assistants for the improvement of language arts program in grade 1. The project will provide five first grade teachers with two classroom assistants whose duties will be to relieve the teachers of routine, non-professional tasks so that the teachers can do a better job of teaching.
		Classroom assistants
4b	Makaha	Field trips for the educational and cultural development of children. Because of the long distance to Honolulu, Makaha's children are greatly handicapped in terms of high cost of transportation. The project is designed to provide free field trips so that these children may have the opportunity of broadening their experience, vitalizing classroom instruction, and developing desirable social attitudes and behavior.

LEEWARD OAHU DISTRICT (cont'd)

Project No.	School	Brief Description & Objective of Project
5	Waianae Elem.	Preschool program (Montessori) Directress Teacher Aide
6	Waianae High & Int.	Counselor for the educationally deprived. The project is designed to provide supplementary assistance in counseling and guidance to disadvantaged students enrolled in the NYC project at Waianae High. Counselor
7	Waianae High & Int.	Science project for the educationally deprived. A special program in science is provided to meet special learning needs of the educationally deprived.
8	Waianae Elem., Inter., High	A summer program for students from low-income families. The project is designed to motivate youngsters from low-income families with above average ability who are underachieving, disinterested in education and are potential dropouts. Successful educational experiences through small group instruction, extensive cultural exposure and group counseling will be used to attempt to attain this goal. Teachers
9	Maili Nanaikapono Makaha Waianae Elem.	A summer pilot program designed to provide scholarships for children from low-income families to enable them to participate in a special team-teaching project. Part-time position (certificated)
10	Waianae Elem. Makaha, Maili, Waianae High, Nanaikapono	An in-service training session for teachers in the Leeward District. A one-week orientation program is planned to help teachers understand the needs and characteristics of the educationally deprived so that the teachers may do a more effective job of teaching the educationally deprived. Consultant Workshop leaders
11	Nanaikapono Elem. & Inter.	A coordinated music and instrumental program planned for the educationally deprived for children in grade 2 through grade 6.

LEEWARD OAHU DISTRICT (cont'd)

Project No.	School	Brief Description & Objective of Project
12	Maili	Physical education improvement project. To provide various playground and physical education equipment so children may be given opportunities to develop motor skills, desirable social attitudes, and facilitate positive emotional development through properly supervised physical education activities.
13	Makaha	Playground equipment to strengthen Makaha's physical education program. A good physical education program includes a variety of activities appropriate to the needs, maturation, interests, and abilities of the pupils. This broad approach is possible only if equipment is available. This proposed project aims at providing Makaha with the apparatus needed to strengthen our physical education program for the educationally deprived youngsters.

WINDWARD OAHU DISTRICT

Project No.	School	Brief Description & Objective of Project
1	Hauula	A multi-media center to supplement, strengthen, and improve instructional programs for children from culturally disadvantaged homes. The project will provide students with first-hand learning experiences and instructional aides, equipment and materials. Classroom assistant
2	Kaaawa	A language arts program for the culturally deprived children in Kaaawa. Classroom assistants will be used in various ways to assist the regular classroom teachers in strengthening instructional programs. Classroom assistants
3	Kahaluu	A language arts program for first, second and third graders. Language arts and skills will be taught through the use of experience charts and dictated stories. Experience will be provided for listening to good English through the use of listening stations, story time, etc. Classroom assistants
3a	Kahaluu	Multi-media center for the production, distribution and maintenance of various audio-visual aids. Various production equipment will be used to prepare teaching aids such as transparencies, tapes, slides, etc., to make teaching more dynamic and to present abstract ideas in a more graphic and "concrete" form. Multi-media and library aide
4	King Inter.	An afterschool project for children from low-income families to do their homework under proper conditions. Qualified personnel will assist these students do their homework and other school assignments. The library will also be open afterschool for these students. Certificated teachers Librarian
5	Kahuku High	Audio-visual media center to expand and strengthen the audio-visual program. Purchase of audio-visual equipment, expanded use of audio-visual method of instruction, and use of an audio-visual media aide to prepare and distribute instructional materials for the school AV coordinator and teachers. AV coordinator aide

WINDWARD OAHU DISTRICT (cont'd)

Project No.	School	Brief Description & Objective of Project
6	Waiahole	Language Arts for the culturally deprived--grades K-3. Emphasis will be on the development of an understanding of the oral language and the acquisition of skills in listening and speaking. Classroom assistants
6a	Waiahole	Pre-school for the disadvantaged 4-year old. An environment for early encouragement and enjoyment of learning will be provided to include getting along with others and developing self-control, values, and communicative skills. Certificated teacher, pre-school Teacher Aide
7	Laie	Language Arts (reading, writing, listening and speaking) project designed specifically for the culturally deprived. With the use of classroom assistants who will assist the teachers by taking over routine, non-professional activities, an improved instructional program in language arts will be achieved. Classroom assistants
8	Heeia	A language arts resource, equipment and material center to help children from low-income families. The primary objective will be to raise the reading comprehension level of the children by at least three to four months and prevent them from being retained in the same grade. Part-time or full-time classroom assistants
9	Waimanalo	A language arts project -- grades 1-9 at Waimanalo Elementary and Intermediate School. Four classroom assistants and additional audio-visual equipment will be provided to give educationally deprived children more personal and vital educational experiences. Emphasis will be on prevention of dropouts. Classroom assistants Part-time certificated teacher

WINDWARD OAHU DISTRICT (cont'd)

Project No.	School	Brief Description & Objective of Project
9a	Waimanalo	A vitalized kindergarten program for children at Waimanalo Elementary and Intermediate School. The kindergarten program will be enriched through the provision of supplementary materials and classroom assistants (one per kindergarten class). Classroom assistants
10	Castle	Vitalizing the high school curricula. The project is designed to achieve extensive use of audio-visual aids, supplementary teaching materials, programmed lessons, specialized teaching equipment and additional personnel in the form of classroom assistants and after hours instructors to maximize teacher effectiveness and learning to upgrade the educational level of economically deprived children. Classroom assistant (library & reading dept.) Classroom assistant (multi-media center - transparencies, slides, realia and work with AV coordinator) Certificated teacher to provide afterschool instruction, 4-hour weekly ($5.00 an hour) Classroom assistant (ETV) Classroom assistant (Guidance Dept.)
11	Pope	Development of an Instructional Program Designed to Increase Vocal Encoding Skills Among Culturally Disadvantaged Children Teacher Classroom assistant

HAWAII DISTRICT

Project No.	School	Brief Description & Objective of Project
1	Keaukaha, Kapiolani, Hilo Int., Hilo High, Kalaoa, Holualoa, Honokohau, Hookena, Konawaena Elem., Konawaena High, Alae, Honaunau	Video-tape records will be used to prepare programs for distribution on an intra-district basis particularly to eligible schools where teaching competence is minimal or lacking in specific subject areas. In-service training activities on a planned basis will be augmented and accelerated through this medium. Part-time VTR-TV instructors Coordinator, VTR
2	Hilo High	Project designed to provide more meaningful classroom experiences. Deeper explorations into subject matter by classroom teachers will be made possible through the hiring of qualified aides. Classroom assistants will assume the responsibilities of non-professional nature which are so time-consuming but necessary to normal classroom function. Classroom assistants
3	Kau High Naalehu	Afterschool study center where personnel will assist students while they work on their homework and other school assignments. Reference materials will be available for the students. Part-time teacher
4	Naalehu	Remedial Reading Laboratory will concentrate on remedial reading instruction for underachieving students. Part-time Remedial Reading teachers Part-time supervisor Part-time administrator, business operation
5	Pahoa High & Elem.	Establish, operate and maintain an instructional materials preparation center to provide teachers with necessary equipment and materials to motivate children. Classroom assistant
6	Hilo High	Counselor's home visitation project will extend and add to regular guidance and counseling service. Counselors will visit during afternoons, evenings, and weekends when parents are available. Part-time counselors

HAWAII DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
7	Honokaa High & El.	Use of classroom assistants to minimize the clerical and non-instructional duties of teachers to make possible small group and individualized instruction. Classroom assistants
8	Honokaa High & El.	Counseling services to problem students who cannot receive assistance during the normal school day. Part-time counselors
9	Honokaa High & El.	Establish, operate, and maintain a supplementary reading program for culturally deprived students in grades 4 to 7 to develop their reading potential to the greatest possible extent. Part-time reading teacher Part-time classroom assistants
10	Kohala High & Elem.	Use of classroom assistants to type, duplicate tests, produce A-V material, correct papers, prepare and clean up after various activities, etc., to afford teachers more time for professional work. Classroom assistants
11	Kohala High & Elem.	Establish and maintain an instructional materials preparation center with the necessary minimum equipment and supplies.
12	Hilo Inter.	Afterschool study centers for supervised study where youngsters can study and develop their study skills under supervision. Part-time teachers
13	Hilo Inter.	Afterschool tutorial project to provide physical and psychological environment for remedial instruction, especially in the field of language arts and communication skills. Part-time tutors Part-time psychologist

HAWAII DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
14	Hilo Inter.	Provide basic school supplies to pupils from low-income families who do not replenish these items as the school year progresses. Part-time psychologist Part-time clerk
15	Honomu	Provide a teacher-librarian aide to upgrade the function of the library in providing more service to teachers and children by relieving teachers of clerical work. Part-time classroom assistant Part-time librarian
16	Honomu	Remedial reading and speech center will be provided to improve the reading and communicative skills of children after school. Part-time teachers Part-time coordinator
17	Pahoa	Afterschool tutorial service and guided study to assist students in improving academic competence in reading, writing, and arithmetic. Part-time teachers
18	Paauilo Elem. & Int.	Project is designed to provide an educational tour for 75 intermediate school children so that these children with limited environment may observe educational situations through first-hand experience. To observe the State Legislature in action and visit other government institutions. Classroom instructors
19	Paauilo Elem. & Int.	To provide a three-day island tour for a class of twenty 5th and 6th grade children so that these children with limited environment may study and observe educational and social situations. Classroom instructor

HAWAII DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
20	Honomu	To provide planned excursions to Honolulu and the Hawaii National Park so that learning will be more interesting and meaningful as these children obtain the necessary concepts and background. Instruction in water safety and basic swimming skills will also be provided.
21	Hoonaunau	Field trip to Honolulu for Hoonaunau School pupils from Grades 6-8 in 2 different groups. Group 1 - 6th grade for 2 days and 1 night; Group 2 - 7th & 8th grades for 4 days and 3 nights.
22	Laupahoehoe	The quality of instruction will be improved by relieving teachers from daily clerical work, certain supervisory and monitorial services, and other routine classroom performances. Teacher aides
23	Alae, Milolii, Hookena	Through planned excursions to places of interest on Oahu and on the island of Hawaii, students will be provided with first-hand experiences which will enable them to conceptualize the world beyond their isolated and deprived communities.
24	Kalanianaole	Providing librarian's aide who will perform all clerical duties and free the librarian so she may devote more time to professional activities. Librarian's aide
25	Paauilo	Opening the school library during after school, weekend and vacation hours to improve reading skills and appreciation for the educationally deprived children. Librarian's assistant
26	Waiakea Inter.	A six-week summer program aimed at improving attitudes and academic skills of educationally and culturally deprived students, enriching and broadening their experiences through field trips and elective courses in drama, literature and art.

HAWAII DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
		Classroom assistants Custodian Clerk (hourly) Remedial reading teacher (hourly) Rem. math. teacher (hourly) Art teacher (hourly) Drama teacher (hourly) Sewing teacher (hourly) Nurse Director Shop teacher (hourly)
27	Lanakila Housing Area	A Community Study Center to be located in the Lanakila Housing area in Hilo to make available books, periodicals, phonographs, etc., for pre-school children, adult basic education students, and other members of the community. Librarian's aide
28	Keaukaha Area	Same as Project 27 for the Keaukaha Community.
29	Konawaena Elem.	Enrichment program for kindergarten and primary grade children and remedial reading for upper elementary grade children who are economically and culturally deprived. Classroom assistants (6 for 5 hours daily - 4 for 2 hours daily) Remedial reading teacher (1 hour daily)
30	Konawaena Elem.	Educational excursions to various places and activities of historical and current interest on the island of Hawaii. Teacher aide
31	Hilo Inter.	A summer project for the economically deprived and the educationally disadvantaged at Hilo Intermediate in the areas of instrumental music instruction. Opportunities will be provided these students to learn and develop the basic fundamentals of music and of instrument playing skills to become participating members within their regular group. It is hoped that wholesome behavioral attitudes and self-discipline will be developed. Instrumental music teachers

HAWAII DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
32	Hilo Inter.	A project proposal for a summer program for the mentally retarded to get to know his community resources. This project is intended for the mentally retarded, educable, culturally deprived students in the Hilo area. The focus of the program will be on getting to know the community resources, the key points on this island, a trip to Oahu, and its related learning activities. The program will include preparation for the trip, excursions, follow-up activities, and evaluation. Teacher Classroom assistant Assistant (part-time) Cook/chaperone (part-time) Custodian (part-time) Clerk (part-time) Secretary (part-time)
33	Kau High Pahala Elem. Naalehu Elem. & Int.	Project to establish a six-week summer school program for children of low-income families to improve their language development. Qualified personnel will instruct students for 4 hours a day, 5 days a week, in experiences designed to improve language development. Teacher (part-time) Supervisor/counselor (part-time) Teacher aide (part-time)
34	Naalehu	A proposal to provide library services to Naalehu's children during June, July and August. This project will make library services available to the children during the summer. Librarian assistant
35	Kapiolani Keaukaha	A summer recreational and cultural center for children of low-income families. A joint project with CAP. To provide life enrichment programs for present and future living through activity-experiencing process in art, music, dramatics, dancing, nature study, games, sports, etc.

HAWAII DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
		Project coordinator Camping director Camping assistant Dramatics instructor (part-time) Music instructor " Dancing instructor " Art & handicraft instructor " Health & physical education instructor (part-time) Science instructor (part-time)
36	Hakalau, Halaula, Hilo High, Hilo Int., Holualoa, Honaunau, Honokaa, Honokohau, Honomu, Hookena, Kailua, Kalanianaole, Kalaoa, Kapiolani, Kau High, Pahala Elem., Kohala, Konawaena High, Konawaena Elem., Kurtistown, Laupahoehoe, Milolii, Naalehu, Paauilo, Pahoa	Enrichment through the educational television media. The project would provide modified television sets in schools eligible under Act 89-10, Title I, to insure the earliest possible use of educational and commercial TV channels to enrich the cultural, intellectual and recreational life of educationally deprived children.
37	Holualoa	Field trips for cultural and educational development. Project to develop and enrich the background of 30 students culturally and educationally by providing experiences and contacts on field trips which will provide the students opportunities to see, hear and live those experiences. Substitute teacher Teacher aides Bus driver

MAUI DISTRICT

Project No.	School	Brief Description & Objective of Project
1	Haiku	Designed to offer pre-school children an environment in which they may have varied experiences to help them develop self-confidence, cognitive and communicative skills, and find enjoyment in learning. Teacher Teacher aide Part-time custodian
2	Lanai High & Elem.	Designed to offer pre-school children an environment in which they may have varied experiences to help them develop self-confidence, cognitive and communicative skills, and find enjoyment in learning. Teacher Teacher aide Part-time custodian
3	Lanai High & Elem.	Designed to improve basic skills of children from low-income families by relieving teachers of clerical and other non-instructional activities; provide field trips and excursions to broaden pupils' educational and cultural backgrounds; provide supervised study and instruction after school hours. Part-time teachers Classroom assistants Part-time custodian
4	Kihei, Kam III, Paia, Haiku, Kula, Wailuku, Waihee, Lahainaluna	Designed to improve basic skills of children of low-income families by relieving teachers of clerical and other non-instructional activities; provide field trips and excursions to broaden pupils' educational and cultural backgrounds; provide supervised study and instruction after school hours. Part-time teachers Classroom assistants Part-time custodians
5	Kihei, Wailuku, Paia, Waihee, Haiku, Baldwin, Lanai, Maui, Hana, Kula, Kilohana, Kam III, Lahainaluna	Language Institute for teachers of disadvantaged children. Six-week period - 6/20 through 7/29 - will include TESL, reading for the slow-learner, and creative dramatics. Part-time Institute consultants Part-time Institute lecturers

MAUI DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
6	Kilohana	Designed to improve basic skills of children of low-income families by relieving teachers of clerical and other non-instructional activities; provide field trips and excursions to broaden pupils' educational and cultural backgrounds; provide supervised study and instruction after school hours. Part-time teachers Classroom assistants Part-time custodian
7	Hana, Keanae	Classroom assistants, study centers, remedial and enrichment programs for the educationally deprived children in Hana and Keanae. Project is designed to improve the basic skills of educationally deprived children through classroom assistants who will relieve the teachers of non-professional duties and responsibilities, field trips and excursions to broaden the pupils' educational and cultural backgrounds, and supervised study and instruction after school hours. Classroom assistants Part-time teacher
8	Wailuku Elem.	Summer school class in language arts for educationally deprived children. The project will provide an opportunity for educationally deprived children of low-income families to develop skills in language arts. Teacher Classroom assistant
9	Makawao, Kula, Haiku, Paia	Operation Uplift: A summer school remedial program for the educationally disadvantaged students entering grade nine. The project is designed to present remedial help together with some enrichment experiences for identified, educationally disadvantaged students from the four feeder schools serviced by Maui High School. Activities will concentrate primarily on the developing and strengthening of the language arts skills: oral and written communication, and reading. Project administrator (part-time) Remedial speech & language arts teachers

MAUI DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
10	Kam III, Wailuku, Haiku, Paia	Summer pre-school program. This project offers to pre-school children an environment in which they may have varied experiences to help them increase in self-confidence, develop cognitive and communicative skills and find enjoyment in learning. Teachers Teacher aides Secretaries (part-time)
11	Maui High	Enrichment of learning by increasing opportunities for audio-visual presentations to supplement other teaching media. Enrichment of cultural backgrounds to offset limited environmental conditions by use of audio-visual materials. These materials will be created at the school level and used in classes together with commercially prepared ones.
12	Baldwin High	Enrichment of learning by increasing opportunities for audio-visual presentations to supplement other teaching media. Provide learning enrichment by increasing opportunities for audio-visual presentations to supplement other teaching media; provide additional resources for the motivation of learning by using a multitude of audio-visual aids; provide better understanding of subject matter by presenting additional stimuli for comprehending concepts being presented.

KAUAI DISTRICT

Project No.	School	Brief Description & Objective of Project
1	Kapaa High Kapaa Elem. Kapaa Mission St. Catherine Anahola Kilauea Hanalei	Language and Reading Laboratory. Designed to improve the language and reading skills of students, grades 7-12. Classroom construction is included in this project. Certificated teachers Part-time counselor Part-time psychologist Part-time testing coordinator Part-time social worker Part-time physician Part-time clerk
2	Kekaha St. Theresa Kekaha Mission	Pre-school program including parent education to assist the children and parents with special needs. Develop within each child a positive self-concept. Emphasis will be upon language and concept development. Certificated head teacher Teacher aide Part-time clerk Part-time custodian
3	Kapaa Elem., St. Catherine, Wilcox, Immaculate Conception, Waimea High & Elem., Kekaha, St. Theresa, Kekaha Mission, Kapaa Mission	A project for the establishment of five summer pre-school classes to help meet the special needs of pre-kindergarten children from low-income families. The major objective of the program will be to develop within each child a positive self-image, improve his cognitive and communicative skills, health, and welfare, and enjoyment in learning. District coordinator Teachers/center directors Teacher aides Project clerks (part-time) Physician " Dentist " Optometrist " Hearing tester "

AMENDMENTS TO PROJECTS UNDER TITLE I, P.L. 89-10

HONOLULU DISTRICT

Project No.	School	Brief Description
1	Farrington McKinley Roosevelt	Decreasing school alienation - the identification of style. Project coordinators Study center director Recreational & Instructional director Student activities directors Athletic activities directors Teachers Student activities assistants Athletic activities assistants Health and attendance assistant Library assistants Clerical assistants Classroom assistants
2	25 schools	Teachers aides, study centers and cultural enrichment programs in 25 selected schools in Honolulu. Administrator Director Speech and hearing specialists Psychological examiners Teachers (1 part-time) Counselors Consultants Librarians (3 part-time) Classroom assistants Secretaries (1 part-time) Clerk (part-time) Custodians (part-time)
3	Dole Inter.	A special remedial language and remedial reading instruction, special services and cultural enrichment project. Teachers Clerk (part-time)

LEEWARD DISTRICT

Project No.	School	Brief Description
1	Maili	A language arts improvement project.
1b	Maili	Field trips and excursion project. Substitute teachers
2	Waianae High and Inter.	Equipment and materials for various subject areas. Enrichment of instructional programs.
3	Waianae Elem., Maili, Makaha, Waianae High	Educational media center for the 4 schools in Waianae.
3a	Waianae Elem.	A language arts resource, equipment and materials project.
4	Makaha	A language arts resource, equipment and materials project.
4b	Makaha	Field trip and excursion project.
5	Waianae Elem.	Montessori pre-school program.

WINDWARD DISTRICT

1	Hauula	A multi-media center to supplement, strengthen and improve instructional programs. Typist
2	Kaaawa	A language arts program - classroom assistants. Instructional materials aide
3	Kahaluu	A language arts program for first, second, and third graders. Teachers Clerk (part-time) Custodians (part-time)
3a	Kahaluu	Multi-media center for the production, distribution and maintenance of various audio-visual aids. Supervisor Teachers Media aide Librarian (part-time) Clerk (part-time) Custodians (part-time)

WINDWARD DISTRICT (Cont'd)

Project No.	School	Brief Description
4	King	An afterschool study center project.
5	Kahuku	Audio-visual media center to expand and strengthen the audio-visual program. AV Coordinator's aide
6	Waiahole	Language arts for the culturally deprived - grades K-3. School Examiner Classroom assistant
6a	Waiahole	Pre-school for the disadvantaged 4-year old. Teacher Teacher aides.
7	Laie	Language arts project - summer library program. Librarian (part-time) Instructional materials aide
8	Heeia	A language arts resource, equipment and materials center.
9a	Waimanalo	A vitalized kindergarten program.
10	Castle	A project designed to achieve extensive use of audio-visual aids, supplementary teaching materials, programmed lessons, and specialized teaching equipment. Counselor Teachers Clerk (part-time)

HAWAII DISTRICT

Project No.	School	Brief Description
31	Hilo Inter.	A summer project for instrumental music instruction.
32	Hilo Inter.	A summer program for the mentally retarded. Teacher Classroom assistant Assistant (part-time) Cook/chaperone (part-time) Clerk (part-time) Secretary (part-time) Custodian (part-time)

KAUAI DISTRICT

Project No.	School	Brief Description
1	Kapaa High and Inter.	Language and reading laboratory. Teacher

STATE-WIDE PROJECTS

Project No.	School	Brief Description
1	Approx. 145 classes (2,300 children) in 90 schools throughout the state	A summer Head Start Project designed to meet special needs of pre-kindergarten children from low-income families sponsored jointly with Hawaii Office of Economic Opportunity.
2	Approx. 131 classes (2,000 children) in 90 schools throughout the state	A half-day summer Follow Through Program planned to meet special needs of children who have had Head Start experience last summer and are entering first grade this September. Sponsored jointly with Hawaii Office of Economic Opportunity.

SUMMER PROJECTS UNDER TITLE I, P.L. 89-10

HONOLULU DISTRICT

Project No.	School	Brief Description & Objective of Project
1	Farrington McKinley Roosevelt	Decreasing School alienation - the identification of style. Project coordinators Study center director Recreational and instructional director Student activities directors Athletic activities directors Teachers Student activities assistants Athletic activities assistants Health and attendance assistant Library assistants Clerical assistants Classroom assistants
2	25 Schools	Teacher aides, study centers and cultural enrichment programs in 25 selected schools in Honolulu. A project providing for the educational aspect of a day center for emotionally disturbed children developed by the Division of Mental Health. Administrator Director Speech and hearing specialists Psychological examiners Teachers (1 part-time) Counselors Consultants Librarians (3 part-time) Classroom assistants Secretaries (1 part-time) Clerk (part-time) Custodians (part-time)
	Lunalilo	A summer school program for the educationally and economically deprived children - remedial education, cultural enrichment.
	Lincoln	A summer school program for the underachieving children in the areas of basic skills.
	Lanakila	A summer school program to provide remedial enrichment experiences for the economically and educationally deprived.
	Kauluwela	A summer school program to provide guided learning activities for the educationally disadvantaged.

HONOLULU DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
	Kalihi-Kai	A summer school program - remedial education.
	Jefferson	A summer school program to provide educational and language experiences for kindergarten children entering first grade.
	Jarrett	A summer school program for educationally and culturally deprived and potential dropouts.
	Fern	A summer school program - remedial education in the areas of language, reading and communication skills.
	Central	A summer school program for the educationally and culturally deprived.
	Kalakaua	A summer school program - remedial education, counseling services.
	Linapuni	An in-service training program.
3	Dole	A summer school program - remedial education, cultural enrichment. Teachers Clerk (part-time)

LEEWARD DISTRICT

Project No.	School	Brief Description & Objective of Project
1	Maili	A language arts improvement project. Purchase of additional materials to complement other materials purchased under ESEA, Title I.
1b	Maili	Field trip and excursion project. Substitute teachers
2	Waianae High & Inter.	Equipment and materials for various subject areas. Enrichment of instructional programs.
3	Waianae Elem. Maili, Makaha, Waianae High	Educational media center for the 4 schools in Waianae.
3a	Waianae Elem.	A language arts resource, equipment and materials project.
5	Waianae Elem.	Montessori pre-school program. Purchase of additional playground equipment.

LEEWARD DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
6	Waianae High & Inter.	Counselor for the educationally deprived. The project is designed to provide supplementary assistance in counseling and guidance to disadvantaged students enrolled in the NYC project. Counselor
7	Waianae High & Inter.	Science project for the educationally deprived. A special program in science is provided to meet special learning needs of the educationally deprived.
8	Waianae Elem., Inter., High	A summer program for students from low-income families designed to motivate youngsters with above average ability who are underachieving. Teachers
9	Maili, Nanaikapono, Makaha, Waianae Elem.	A summer pilot program designed to provide scholarships for children from low-income families to enable them to participate in a special team-teaching project. Part-time position (certificated)
10	Waianae Elem., Makaha, Maili, Waianae High, Nanaikapono	An in-service training session for teachers in the Leeward District. A one-week orientation program to help teachers understand the needs and characteristics of the educationally deprived. Consultant Workshop leaders

WINDWARD DISTRICT

Project No.	School	Brief Description & Objective of Project
1	Hauula	A multi-media center to supplement, strengthen and improve instructional programs. Typist
2	Kaaawa	A language arts program - classroom assistants. Instructional materials aide
3	Kahaluu	A language arts program for first, second and third graders. Teachers Clerk (part-time) Custodians (part-time)

WINDWARD DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
3a	Kahaluu	Multi-media center for the production, distribution and maintenance of various audio-visual aids. Supervisor Teachers Media aide Librarian (part-time) Clerk (part-time) Custodians (part-time)
4	King	An afterschool study center project.
5	Kahuku	Audio-visual media center to expand and strengthen the audio-visual program.
6	Waiahole	Language arts for the culturally deprived, grades K-3. School examiner Classroom assistant
6a	Waiahole	Pre-school for the disadvantaged 4-year-old. Teacher Teacher aides
7	Laie	Language arts project - summer library program. Librarian (part-time) Instructional materials aide
8	Heeia	A language arts resource, equipment and materials center. In-service summer reading program training. Teachers
9a	Waimanalo	A vitalized kindergarten program. Purchase of additional equipment.
10	Castle	A project designed to achieve extensive use of audio-visual aids, supplementary teaching materials, programmed lessons, and specialized teaching equipment. Counselor Teachers Clerk (part-time)

WINDWARD DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
11	Pope	Development of an instructional program designed to increase vocal encoding skills among culturally disadvantaged children. Teacher Classroom assistant

HAWAII DISTRICT

Project No.	School	Brief Description & Objective of Project
31	Hilo Inter.	A summer project for instrumental music instruction. Instrumental music teachers
32	Hilo Inter.	A summer program for the mentally retarded. Teacher Classroom assistant Assistant (part-time) Cook/chaperone (part-time) Clerk (part-time) Secretary (part-time) Custodian (part-time)
33	Kau High Pahala Elem. Naalehu	A six-week summer school program for children of low-income families to improve their language development. Teacher (part-time) Supervisor/counselor (part-time) Teacher aide (part-time)
34	Naalehu	A program to provide library services during the summer months. Librarian assistant
35	Kapiolani Keaukaha	A summer recreational and cultural center. A joint project with CAP. Project coordinator Camping director Camping assistant Dramatics instructor (part-time) Music instructor (part-time) Dancing instructor (part-time) Art & handicraft instructor (part-time) Health & physical education instructor (part-time) Science instructor (part-time)

HAWAII DISTRICT (Cont'd)

Project No.	School	Brief Description & Objective of Project
36	25 Schools	Enrichment through the educational television media. The project would provide modified television sets in schools eligible under Act 89-10 to insure the earliest possible use of educational and commercial TV channels.
37	Holualoa	A summer field trip and excursion project. Intended to develop and enrich the background of 30 culturally and educationally deprived students. Substitute teacher Teacher aides Bus driver

MAUI DISTRICT

Project No.	School	Brief Description & Objective of Project
5	13 Schools	Language institute for teachers of disadvantaged children. Institute consultants (part-time) Institute lecturers (part-time)
8	Wailuku Elem.	Summer school class in language arts for the educationally deprived children. Teacher Classroom assistant
9	Makawao, Kula, Haiku, Paia	A summer school remedial program for the educationally disadvantaged students entering grade 9. Project administrator (part-time) Remedial speech & language arts teachers
10	Kam III, Wailuku, Haiku, Paia	Summer pre-school program. Teachers Teacher aides Secretaries (part-time)
11	Maui High	Enrichment of learning by increasing opportunities for audio-visual presentations to supplement other teaching media. Instructional materials aide

KAUAI DISTRICT

Project No.	School	Brief Description & Objective of Project
1	Kapaa High & Int.	Language and reading laboratory. Teacher
3	10 Schools	The establishment of 5 summer pre-school classes to help meet the special needs of pre-kindergarten children from low-income families. District coordinator Teachers - center directors Teacher aides Project clerks (part-time) Physician (part-time) Dentist (part-time) Optometrist (part-time) Hearing tester (part-time)

STATE-WIDE PROJECT

Project No.	School	Brief Description & Objective of Project
1	Approx. 145 classes (2,300 children) in 90 schools throughout the state	A summer Head Start Project designed to meet special needs of pre-kindergarten children from low-income families sponsored jointly with Hawaii Office of Economic Opportunity.
2	Approx. 131 classes (2,000 children) in 90 schools throughout the state	A half-day summer Follow-Through Program planned to meet special needs of children who have had Head Start experience last summer and are entering first grade this September. Sponsored jointly with Hawaii Office of Economic Opportunity.

APPENDIX IV

FINAL SUMMARY ESEA EVALUATION

3 - Excellent
2 - Fair
1 - Poor

Please Check
Appropriate Column

1. To what degree is the program meeting the needs of the Project Objectives (goals).

(Please list your objectives)

	3	2	1	
a.	☐	☐	☐	(1-a)
b.	☐	☐	☐	(1-b)
c.	☐	☐	☐	(1-c)
d.	☐	☐	☐	(1-d)
e.	☐	☐	☐	(1-e)
f.	☐	☐	☐	(1-f)
g.	☐	☐	☐	(1-g)
h.	☐	☐	☐	(1-h)
i.	☐	☐	☐	(1-i)
2. To what degree does the project provide for comprehensiveness?	☐	☐	☐	(2)

COMMENT:

	3	2	1	
3. To what degree does the project provide for balance? COMMENT:	☐	☐	☐	(3)
4. To what degree does the project involve coordination and continuity? COMMENT:	☐	☐	☐	(4)
5. To what degree does the project provide for flexibility? COMMENT:	☐	☐	☐	(5)
6. To what degree does the project draw upon specialists? COMMENT:	☐	☐	☐	(6)
7. To what degree does the project make use of education research? COMMENT:	☐	☐	☐	(7)
8. To what degree does the project permit universality? COMMENT:	☐	☐	☐	(8)
9. To what degree does the project contribute to functional learning? COMMENT:	☐	☐	☐	(9)
10. To what degree does the physical facilities relate to the project? COMMENT:	☐	☐	☐	(10)
11. To what degree are the instructional materials utilized in the project? COMMENT:	☐	☐	☐	(11)

Date-on-site Evaluation________
Self-Evaluation Sent___________
Self-Evaluation Revd.__________
Office of Evaluation Schd._____

PROJECT TITLE_______________________________

SCHOOL______________________________________

CONCLUSION

I. Outstanding aspects of the project:

II. Recommendations for improvement of the project:

III. Comments:

APPENDIX V

REPORT OF
PROJECT HEAD START AND FOLLOW THROUGH

STATE OF HAWAII

June 27, 1966 - August 19, 1966

Submitted by:

Riyono Kobayashi
Project Coordinator
Head Start and Follow Through

PREFACE

The Summer Programs, 1966, served approximately 2400 children in 161 Head Start classes and 1700 children in 126 Follow Through classes throughout the State of Hawaii.

The contents of the following report were compiled to give a bird's eye view of the development, the organization, and the operation of the summer projects. It also contains some statistics on children's attendance, volunteers, teacher's qualifications, field trips, etc. Some of the reactions from the field were included together with an evaluation and some recommendations for subsequent programs.

With all its attendent problems, the Head Start program, nevertheless, provided much needed pre-school experience to the culturally disadvantaged. The Follow Through classes reinforced the pupils' initial academic experiences and opened up new vistas for learning and growing. In both programs, the pupils received a definite head start -- a very good beginning.

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF PROJECT HEAD START & FOLLOW THROUGH
P. O. Box 2360
Honolulu, Hawaii 96804

I. Development and Coordination of Program

A. Applicant Agency

Community Action Program Agency on each island: Oahu, Hawaii, Maui, Kauai

B. Delegate Agency

Department of Education

C. District Coordinating Committee

1. Composed of equal representation from CAP and DE at District level.
2. Function
    a. Coordination of CAP and DE services
    b. Advise DS and CAP on operation of project
    c. Oversee joint working committee in district
    d. Recommend allocation of centers to various schools within district
    e. Determine geographical boundary of joint working committee

D. Joint Working Committee

1. Composed of equal representation from school (or schools) and area council
2. Function
    a. Recruitment and submission of list of candidates to school for non-professional jobs
    b. Recruitment and selection of children for enrollment
    c. Involvement of parents and volunteers

II. Guidelines

A. Guidelines from CAP included

1. Recruitment and selection of children
    . Eligibility criteria established by OEO
2. Recruitment of personnel
    a. Teachers
    b. Teacher's Aides
3. Clerical service
4. Custodial service
5. Volunteer service
6. Length of Session
    a. Children - 6 hour day for 30 days
    b. Teachers - 6½ hour day for 40 days (1 week training, 1 week preparation and winding up)

B. Guidelines from Department of Education included

		Head Start	Follow Through
1.	Definition	A six-weeks summer program of enrichment activities for culturally deprived children who will be entering kind. in September 1966.	A six-weeks summer program to reinforce the educational learnings and to provide orientation to first grade for children who participated in the 1965 Summer Head Start.
2.	Class size	Minimum: 15 Maximum: 20	Minimum: 12 Maximum: 15
3.	Dates	July 5 to Aug. 19, 1966	July 5 to Aug. 19, 1966
4.	Hours	6 hours per day, 8 - 2 or 8:30 - 2:30	$3\frac{1}{2}$ hours daily, 8 - 11:30 or 8:30 - 12
5.	Staff	1 teacher (preferably with Kind. exp.) 1 teacher's aide (from recipient group)	1 teacher (preferably with first grade exp.) 1 teacher's aide (from recipient group)
6.	Lunch service	Mid morning snack and lunch provided free of charge	Mid morning snack provided free of charge
7.	Classroom supplies	$100.00 per class	$48.00 per class
8.	Equipment	No equipment to be purchased	No equipment to be purchased
9.	Training Session	June 27 - July 2, 1966	June 27 - July 2, 1966
	Participants	All teachers who did not attend training session last year. All aides expected to attend.	All teachers required to attend.
	Remuneration	Stipend plus $15 for each dependent Outer island residents; air fare plus $16 per diem for 6 days	Stipend plus $15 for each dependent Outer island residents; air fare plus $16 per diem for 6 days
	Credits	Five $\frac{1}{4}$B credits	Five $\frac{1}{4}$B credits
10.	Curriculum	Curriculum guide from Office of Kindergarten and Primary Education	

III. Budget

Provided under 3 separate funding	HEAD START Comp. Project #49 and P. L. 89-10	FOLLOW THROUGH Comp. Project #51	P. L. 89-10
	Project Coordinator	Project Coordinator	Teachers
	District Coordinators	Secretary	Parent Education
	Teachers	Dist. Coordinator	Teacher Training
	Teacher's Aide	Teacher's Aide	Consultant Services
	Clerks	Social Security	Clerks
	Social Security	Workmen's Comp.	
	Workmen's Comp.	Transportation to and from school	
	Transportation to and from school	Field trips	
	Field trips	Travel for consultants	
	Classroom supplies	Classroom supplies	
	Staff supplies	Staff supplies	
	Lunches	Snacks	

List of Classes and Funding

Honolulu District	Comp. Proj. #49	P.L. 89-10 DOE	C.A.P. DOE	C.A.P. Private	Follow Through Classes	Total
Ala Wai	2					2
Jefferson	1				1	2
Kaahumanu					1	1
Kaewai	3				3	6
Kaiulani			3		3	6
Kalihi Elem.	3				2	5
Kalihi kai	3	1			4	8
Kalihi uka	1	2			2	5
Kalihi waena	1				2	3
Kauluwela		2			2	4
Koko Head		1			1	2
Lanakila	2	1			2	5
Likelike	3				4	7
Linapuni				5	2	7
Lincoln	1	1				2
Lunalilo	2					2
Palolo	3			2	4	9
Puuhale	3				3	6
Waikiki	1				1	2
Harris Memorial				1		1
Univ. Preschool				2		2
	29	8	3	10	37	87
Central District						
Aiea	3		2		1	6
Halawa	2		2		2	6
Helemano	2				2	4
Iliahi	1	1			1	3
Kaala	1				1	2
Kipapa	1				1	2
Kunia	1				1	2
Mokulele	3					3
Wahiawa	1				1	2
Waialua	3					3
	18	1	4		10	33

	Comp. Proj. #49	P.L. 89-10 DOE	C.A.P.		Follow Through Classes	Total
			DOE	Private		
Leeward District						
Ahrens	2				1	3
Ewa	2				2	4
Maili	1	1	1		2	5
Makaha	2		1		3	6
Nanaikapono	4		2		5	11
Pearl City	2			1	2	5
Pohakea	1					1
Waianae	1	2	1		3	7
Waipahu	1				1	2
	16	3	5	1	19	44
Windward District						
Hauula	2		1		2	5
Heeia	2				1	3
Kaaawa	1				1	2
Kahaluu	2				2	4
Kahuku	2				1	3
Kailua	1					1
Laie	1				1	2
Parker	2					2
Pope	1		2		2	5
Waiahole	1				2	3
Waimanalo					1	1
	15		3		13	31
Hawaii District						
Hakalau		1			2	3
Hilo Union	1				2	3
Honaunau (Kona)			1		1	2
Honokaa		3			3	6
Honokohau (Kona)		1				1
Hookena (Kona)		1				1
Kailua (Kona)		1				1
Kalanianaole		2			2	4
Kalaoa			1			1
Kapiolani	1		2		5	8
Kau		1			1	2
Kaumana	1					1
Keaau		1			1	2
Keaukaha			2		2	4
Kohala		2			2	4
Konawaena (Kona)			2		1	3
Laupahoehoe		1			2	3
Mt. View		1			1	2
Naalehu		1			1	2
Pahoa High & Elem.					1	1
Waimea Elem. & Int.		1			1	2
	3	17	8		28	56

	Comp. Proj. #49	P.L. 89-10 DOE	C.A.P.		Follow Through Classes	Total
			DOE	Private		
Maui District						
Haiku	1				1	2
Kahului				2		2
Kamehameha III		2			1	3
Kaunakakai				1	1	2
Kihei		1				1
Kilohana				1		1
Makawao	1				1	2
Maunaloa				1	1	2
Molokai Elem.				1	1	2
Paia		1			1	2
Wailuku		2			2	4
	2	6		6	9	23
Kauai District						
Kalaheo					1	1
Kapaa	1	2		2	3	8
Kaumakani					1	1
Kekaha		1			1	2
Kilauea	1				1	2
Koloa	1			1	1	3
Waimea		1			1	2
Wilcox		1		1	1	3
	3	5		4	10	22

Compilation of Number of Classes with Funding

Honolulu District	29	8	3	10	37	87
Central District	18	1	4		10	33
Leeward District	16	3	5	1	19	44
Windward District	15		3		13	31
Hawaii District	3	17	8		28	56
Maui District	2	6		6	9	23
Kauai District	3	5		4	10	22
	86	40	23	21	126	296

IV. Orientation and Training Session

  A. Conducted by College of General Studies, University of Hawaii.

  B. Who attended - all Head Start Teachers and Aides
  all Follow Through Teachers

  C. Length of session - 6 days

  D. Place - Honolulu International Center

V. Organization of Child Development Centers (Classes)

  A. State level

    1. Superintendent of School
    2. Administrator of Federal Aid Programs
    3. State Project Coordinator for Project Head Start & Follow Through
    4. Secretary and Stenographer

  B. District level

    1. District Superintendents
    2. District Coordinators for both Head Start & Follow Through

Honolulu - 2	Hawaii - 1
Central - 1	Maui - 1
Leeward - 1	Kauai - 1
Windward - 1	

    3. Stenographer - 1 for each District Coordinator

  C. School level

    1. One teacher per class
    2. One teacher's aide per class
    3. One part-time clerk - 1 hour per day per class
    4. Cook - regular Department of Education employee
    5. Custodian - regular Department of Education employee
    6. Neighborhood Youth Corps (in some areas)
    7. Volunteers

VI. Significant Statistics

A. Center Profile

1. Head Start

	Hon.	Cent.	Lee.	Wind.	Hawaii	Maui	Kauai	Total
No. of Schools	17	10	9	10	13	6	6	71
No. of classes	40	23	25	18	21	8	8	142
No. of Children								
7/8/66	805	367	441	313	350	132	137	2,545
8/19/66	687	353	426	310	338	119	136	2,369
No. of NYC	1	7	19	6	37	1	7	78
No. of Neighborhood Volunteers	231	209	168	78	251	37	35	1,009
No. of Other Volunteers	83	3	54	20	38	3	4	205

2. Follow Through

	Hon.	Cent.	Lee.	Wind.	Hawaii	Maui	Kauai	Total
No. of Schools	16	8	8	9	14	8	8	71
No. of Classes	37	10	19	13	26	9	10	124
No. of Children								
7/8/66	528	127	252	201	338	126	152	1,724
8/19/66	515	125	233	202	320	108	150	1,653
No. of NYC	10	0	10	2	38	1	1	52
No. of Neighborhood Volunteers	145	26	49	43	93	11	16	383
No. of Other Volunteers	29	7	6	11	17	3	3	76

B. Term Report

1. Head Start

	Hon.	Cent.	Lee.	Wind.	Hawaii	Maui	Kauai
Total Enrollment	687	353	426	310	338	119	136
Total Daily Attendance	17,956	9,565	9,272	7,887	8,428	3,214	3,630
Total Absences	2,608	1,083	1,348	1,226	1,406	463	362
Average Enrollment	685.47	353.93	354.0	303.4	338.85	122.5	132.36
Average Daily Attendance	598.53	317.83	309.0	262.9	290.95	107.1	120.21
Average Daily Absences	86.93	36.10	44.9	40.9	46.01	15.4	11.72
% of Daily Attendance	87%	90%	73%	85%	83%	90%	89%

2. Follow Through

	Hon.	Cent.	Lee.	Wind.	Hawaii	Maui	Kauai
Total Enrollment	515	125	233	202	320	108	150
Total Daily Attendance	12,796	3,261	6,132	4,948	7,997	2,950	3,926
Total Absences	2,272	451	1,138	949	1,278	378	436
Average Enrollment	502.26	123.73	242.3	196.6	307.84	110.9	145.16
Average Daily Attendance	426.53	108.70	204.4	164.9	265.99	98.3	130.19
Average Daily Absences	75.73	15.03	37.9	31.6	42.60	12.6	14.71
% of Daily Attendance	82%	87%	88%	82%	83%	91%	87%

C. Center Directors (Teachers)

1. Head Start

a. Qualifications

	Hon.	Cent.	Lee.	Wind.	Hawaii	Maui	Kauai
Class IV (5th yr., M.A., Prof.)	24	5	5	5	6	3	1
Class III (5th yr., M.A., Prof.)	13	8	12	9	13	3	4
Class II (Bachelor's Degree)	3	10	5	3	1	2	1
Class I (Normal School)				1			2
High School Graduate			3		1		

b. Teaching position

	Hon.	Cent.	Lee.	Wind.	Hawaii	Maui	Kauai
Preschool		2	3	2	3	0	1
Kindergarten	25	8	11	7	8	6	2
Grade 1	4	7	0	3	4	2	
2	2	1	1	3	2	0	1
3	1	3	2	0	2	0	1
4	0	0	0	0	0	0	0
5	1	0	1	0	0	0	0
6	1	1	0	0	0	0	0
Combination class					3		2
Sub. Teacher	1	0	2	1	1	0	0
Vice Principal							1
Medical Tech.			1	0	0	0	0
Librarian			1				
High School			1	1			
Mobile K-6	1						
MRE	1						
Maternity Leave	1						

2. Follow Through

a. Qualifications

	Hon.	Cent.	Lee.	Wind.	Hawaii	Maui	Kauai
Class IV (5th yr., M.A., Prof.)	8	2	1	4	5	2	1
Class III (5th yr., M.A., Prof.)	17	4	4	4	11	2	1
Class II (Bachelor's Degree)	9	4	1	5	5	4	6
Class I (Normal School)	2		7		3	1	2
High School Graduate	1		6		2		

b. Teaching position

	Hon.	Cent.	Lee.	Wind.	Hawaii	Maui	Kauai
Preschool	0	0	0	0	0	0	0
Kindergarten	3	2	1	2	10	2	0
Grade 1	17	1	7	2	4	3	3
2	7	2	1	3	1	1	3
3	3	1	4	0	1	0	1
4	0	1	1	0	0	1	0
5	1	0	0	0	0		0
6	0	0	0	0	1		0
Combination class	1	0	0	2	1		3
Sub. Teacher	1	0	4		1		
Vice Principal	1	0	0		0		
Grad. Student		3	0		1		
Stop Gap					1		
High School					1		
Music			1				
MRE				1			
Housewife				1	1		

D. Field Trips taken

1. Head Start

	Hon.	Cent.	Lee.	Wind.	Hawaii	Maui	Kauai
Bus Trips	264	76	133	46	59	26	36
Walking Trips	128	101	102	133	90	23	31
Total trips	392	177	235	179	149	49	67
Average per class							
Bus trips	7	3	5	3	5	3	4
Walking trips	3	4	4	7	3	3	4

2. Follow Through

	Hon.	Cent.	Lee	Wind.	Hawaii	Maui	Kauai
Bus Trips	183	12	93	22	80	24	29
Walking Trips	120	48	39	79	88	14	21
Other Means		3					
Total trips	303	63	132	101	168	38	50
Average per class							
Bus trips	5	5	5	6	3	3	3
Walking trips	3	1	2	2	3	2	2

E. Reactions to Field Trips

1. Honolulu District

a. Places most visited:

	Head Start		Follow Through
1.	Neighborhood markets	1.	Neighborhood markets
2.	Zoo	2.	Zoo
3.	Aquarium	3.	Aquarium
4.	Fireboat	4.	Shopping Center
5.	Fire Station	5.	Bakery
6.	Shopping Center	6.	Fire Station

b. Negative reactions:

1. Academy of Arts - beyond children's level
2. International Airport - too large a crowd
3. Poultry Farm - limited space
4. Humane Society - beyond children's level

c. Unusual places of visit:

1. Punchbowl Cemetery
2. Broom Factory
3. Noodle Factory
4. Aloha Tower
5. Chinese Temple
6. La Ronde
7. Tea House
8. Iolani Palace
9. Washington Place

2. Central District

a. Places most visited:

	Head Start		Follow Through
1.	Zoo	1.	Fire Station
2.	Beach	2.	Zoo
3.	Fire Station	3.	Shopping Center
4.	Shopping Center	4.	Library
5.	Aquarium	5.	Hotel
6.	Helicopter	6.	Pineapple Field

b. Negative reactions:

1. Bank - beyond children's level
2. Heliport - beyond children's level
3. International Airport - beyond children's level

c. Unusual places of visit:

1. Heiau
2. Tripler Army Hospital
3. Dole Pineapple Co.
4. Pineapple Fields (and picking machine)

3. Leeward District

a. Places most visited:

	Head Start		Follow Through
1.	Fire Station	1.	Zoo
2.	Zoo	2.	Fire Station
3.	Dairy	3.	Humane Society
4.	Humane Society	4.	Shopping Center
5.	Shopping Center	5.	Bakery
6.	Police Station	6.	Aquarium

b. Negative reactions:

1. Waipahu Theatre - beyond children's level
2. Humane Society - beyond children's level
3. Post Office - beyond children's level
4. Bishop Museum - beyond children's level

c. Unusual places of visit:

1. Monkey Bar at Pearl City Tavern
2. Radio Station
3. Saimin Factory
4. Sugar Mill
5. Pet Shop

4. Windward District

a. Places most visited:

	Head Start		Follow Through
1.	Zoo	1.	Zoo
2.	Fire Station	2.	Farm - Dairy, Piggery, Poultry
3.	Shopping Center	3.	Fire Station
4.	Beach	4.	Shopping Center
5.	Aquarium	5.	Beach
6.	Humane Society	6.	Humane Society

b. Negative reactions:

1. Helicopter, Heliport - beyond children's level
2. Wax Museum - beyond children's level
3. Children's Museum - not much to see
4. Foster Gardens - beyond children's level
5. Glass Bottom Boat Ride - 15 minutes ride on boat not worth the trip

c. Unusual places of visit:

1. Hospital
2. Poi Factory
3. Polynesian Cultural Center
4. Kaneohe Marine Base
5. Research Boat, Townsend

5. Hawaii District

a. Places most visited:

	Head Start		Follow Through
1.	Farm - dairy, poultry	1.	Shopping Center
2.	Park - recreation center	2.	Farm - dairy, poultry
3.	Shopping Center	3.	Post Office
4.	Fire Station	4.	Library
5.	Library	5.	Park - recreation center
6.	Beach	6.	Botanical Garden

b. Negative reactions:

1. Library - beyond children's level
2. Dairy - not well organized
3. Milk & Ice Cream Plant - beyond children's level

c. Unusual places of visit:

1. Koi (Carp) Farm
2. Japanese Training Ship
3. Ranch
4. Volcano
5. Water Purification Plant
6. Falls

6. Maui District

a. Places most visited:

	Head Start		Follow Through
1.	Fire Station	1.	Library
2.	Farm - Dairy	2.	Fire Station
3.	Library	3.	Post Office
4.	Beach	4.	Beach
5.	Poultry Farm	5.	Ice Cream Plant
6.	Airport	6.	Museum - Hale Hoikeiki

b. Negative reactions:

1. Ice Cream Plant - could have been better organized and made more interesting

c. Unusual places of visit:

1. Fishery
2. Soda & Ice Works
3. Old Prison
4. Iao Valley
5. Black Coral Shop

7. Kauai District

a. Places most visited:

	Head Start		Follow Through
1.	Library	1.	Library
2.	Hotel	2.	Hotel
3.	Police Station	3.	Post Office
4.	Dairy	4.	Shopping Center
5.	Park	5.	Fire Station
6.	Homes of Children	6.	Homes of Children

b. Negative reactions:

1. Coast Guard Loran Station - beyond children's level
2. Children's Museum - dangerous
3. Dairy Farms - could have been made more interesting
4. Bank - beyond children's level

c. Unusual places of visit:

1. Circus grounds
2. Church
3. Fish Pond
4. Hawaii Air National Guard
5. Sugar Mill

VII. Reactions from the field

A. Training Session

1.	General set up	-in general, the sessions were well organized. -general improvement over last year's training session.
2.	Physical facility	-excellent; comfortable and well-managed. -lunch facilities could have been improved.
3.	Dates of session	-should have started earlier so that classes would end by August first to allow teachers to attend summer institutes. -be limited to 5 days (40 hours) if possible.
4.	Registration	-could have been better organized. -should have pre-registration. -teachers and teacher-aides be notified about training session at least two weeks prior to target date.
5.	Participants	-teachers who were trained last year and who are experienced in pre-school primary levels did not feel that much more was gained this year. -all teachers and aides should attend. -include principals and clerks. -only coordinator from the outside island should attend training session. Summarize session upon return.
6.	Speakers	-staff, speakers, panels were excellent, stimulating, and enriching. -speakers need to be aware of aides' presence; "simpler" vocabulary needs to be used. -some too general and spoke way above the participants' heads.
7.	Field trips	-observation of a nursery school or pre-school would have been more valuable than a tour of the housing area. -unnecessary.
8.	Small group sessions	-some of the small group sessions should include both teachers and aides. -need for small group participation covering practical applications rather than the theory of pre-school education. -group leaders should be rotated among various groups without losing vital aspects of training. -separate pre-school primary trained teachers from upper elementary-secondary people. -should have more concrete things for aides to do instead of only lectures. -aides should have a "workshop" type training session. -need for more small group sessions where teachers share.
9.	Department of Education	-should be placed on first day of session. -Operational Guidelines should have been distributed the first day. -District Coordinators should have met with their teachers and aides on the first day.

B. Administration	
1. District Office	-Too many "Indian Chiefs." -relationship of CAP Area Council, Joint Working Committee, etc. should be clear cut. -good idea. District Coordinators provided for easier and faster communication and service. -provided smoother operation of project.
2. School level	-there should be a Head Teacher at each school to coordinate the program at the school level. -Head Teacher should be given additional financial compensation. -there should be weekly staff meetings.
3. Area meetings	-very good. Discussed problems and shared gratifying experiences. -should be held more often.
4. Clerical assistance	-clerk functioned excellently as a liaison between District Office and the teachers. -clerks gave teachers more time to be with children.
C. Classroom staffing	
1. Teacher	-very adequate. -be more selective in hiring teachers, as some did not have experience nor the personality.
2. Teacher Aide	-give teachers a role in selection of aides. -need for guideline regarding the use of aides and their responsibilities. -excellent idea to have a parent as aide. Proved to be a good liaison between families and teacher. -screen aides more thoroughly - income eligibility alone does not insure ability to work with children. -hire prospective teachers as aides.
3. Parents, Volunteers	-volunteers were tremendous help. -parents came willingly. -teenage siblings better as volunteers. -many parents not available for volunteer work because of work or other children at home.
4. N.Y.C.	-recruit NYC students for additional aides.
D. Children	-eligibility requirements should be uniform and clear cut so that there would be no need of dropping students. -children had short interest and attention span. -most of the children adjusted easily to school. -majority showed improvement and growth during the 6 week period. -their greatest problem seems to be language - inability to communicate effectively. -working with 15 children should be maximum. -some children did not need Head Start and Follow Through programs.

E.	Curriculum	-flexible nature of curriculum was very satisfying. -provided as many experiences as possible. -concentrated on individual help. -a general outline type of guide necessary for Follow Through classes. -a suggested listing of places to visit for excursions will help. -more supplies should be provided. -resource materials should be ordered in advance and made available before the classes begin. -Follow Through classes should be whole day instead of half a day.
F.	Progress report to Parents	-descriptive evaluations most meaningful. -parent conferences excellent media. -progress report far superior in giving information than checklist. -gave a pretty comprehensive picture of the child's development. Covered all areas very well. -should have been distributed earlier. -some preferred check list type with specifics - with supplementary comments.
G.	Related Health Services	-instructions and paper work were sent out in ample time; were well-planned and well implemented. -health staff was cooperative, helpful, and pleasant to work with. -exams went quickly and smoothly. -suggest that short memo be sent to teachers before health teams arrive so that children can be prepared for exams. -suggest quick feed-back from the various teams. -PHN's were great!
H.	School Lunch Services	-cafeteria staff very cooperative and helpful. -children exposed to many and varied lunches. -food was adequate, attractive, and well-prepared. -serve more familiar foods. -juice preferred over milk for morning snack. -cookies should be provided with morning snack. -suggest sack lunches or familiar foods during orientation period. -volunteers should be provided free lunches. -adult lunches not large enough.
I.	Supplies	-should be delivered before program begins. -books arrived late. -should have petty cash fund at district level for odds and ends that teachers need. -too limited variety. -used school supplies.

VIII. Evaluation

A. Administration

1. Eligibility guidelines caused some concern when the last one dated May 20, 1966, did not reach the school until after the selection and screening of the youngsters had been completed. Many children who qualified under the old eligibility requirements failed to do so under the new criteria. This resulted in the dropping of many children after Head Start & Follow Through classes were in session for two or three weeks.

   Because of the differing understanding of the eligibility criteria, there was much misunderstanding and strained feelings in the beginning weeks of the session. Several meetings between the DE and CAP were held.

2. Generally speaking, the Department of Education and the OEO and CAP staff members worked very closely and harmoniously. A satisfying open line of communication existed between the DE and CAP offices.

3. Having a coordinator for each district provided teachers with faster and more efficient service. Problems and needs were handled with a more personal touch which made for happier teachers. The District Coordinators did a magnificent job of coordinating and maintaining teacher morale.

   The stenographers for the District Coordinators were a definite part of the team. They proved very satisfactory for all the coodinators. They manned the office while the coordinator was on the road and were able to serve the teachers throughout the day.

B. Staffing

1. The majority of the principals did a good job this year in the selection of their teachers for Head Start and Follow Through classes. There were more qualified teachers with preschool-primary experience than last year.

   Some principals had difficulty in hiring because they could not guarantee the jobs until practically the last day of school. Definite word of funding and approval of the number of classes were received very late.

2. The majority of the teachers seemed very happy with their classes and did a highly successful job of recognizing and meeting the needs of the children and in fulfilling the conditions of the grant.

   93.6% of the teachers replied "yes" to the question, "Are you willing to be a Head Start/Follow Through teacher next year?"

   91.4% of the aides replied "yes" to the question, "Are you willing to be a Head Start/Follow Through Aide next year?"

   The following reasons were given for the negative answers:

   a. going to summer school
   b. traveling
   c. expecting
   d. session ends too late
   e. will not be eligible next year
   f. half a day is too short (Follow Through)
   g. pay too small (Follow Through aide)

3. Although many teachers were apprehensive in the beginning about the effectiveness of the teachers' aides (they were hired from the recipient group) the aides certainly proved themselves very capable. The teachers were very pleased with the kinds of things the Aides were able to do. Among other things, they were invaluable in "reaching" the children and families whom the teachers themselves were unable to.

C. Children's Growth

1. In general, the teachers did a very good job of recognizing and meeting the children's needs and helping them to grow. They provided a warm climate and a well-rounded effective preschool program. They went on many field trips which provided opportunities for growth in communication skills.

2. Although 6 weeks is a very short period, the teachers were very pleased with the tremendous growth made by the children. They listed the following significant gains:

    a. adjustment to school life and school routines.
    b. securing of a sense of self-confidence, independence, and discipline.
    c. learning to share, take turns, cooperate, and function in group; learning social skills.
    d. establishment of good health practices and eating habits (trying new food.)
    e. improvement in language-communication skills.
    f. development of listening skills and good work habits.
    g. becoming increasingly alert and aware of environment - broadening of horizons.
    h. development of a liking for interesting books, colors, shapes, math, and vocabulary.
    i. taking pride in own work and gaining satisfaction from own accomplishments.
    j. development of a positive attitude toward school and toward learning.
    k. following directions.
    l. working independently.

D. Involvement of Parents and Volunteers

1. Teachers were instructed and urged to involve parents as much as possible as this was one of the stipulations of the grant. From the reports of the teachers, it is evident that the participation of parents and volunteers played an important part of the program. Parents who were not able to volunteer time, sent their teen-age children to help.

2. The experienced teachers put volunteers to help in many different ways, but the beginning teacher hesitated and needed prodding from "above" to utilize the volunteers.

3. Volunteers were utilized in many different ways:

    a. sitting and helping one or two children with their work
    b. talking and helping those not quite adjusted to school
    c. reading to a group
    d. playing music and singing with group
    e. helping on playground
    f. helping with bathroom chores
    g. helping with lunch chores
    h. going on short walking trips and long field trips
    i. straightening out classroom
    j. just listening to the youngsters

4. Teen agers proved to be invaluable. These 14 and 15 year olds (too young to find summer employment) understood the youngsters and were really helpful in "bringing them out."

5. The American Red Cross and the Volunteer Service Bureau were very eager to offer their services. The Volunteens contributed many hours of service.

6. However, the cost of lunch was prohibitive for these volunteers (55¢) and this created many embarrassing situations. Parents of volunteers called to say that it was costing them a tidy sum daily. Teachers were concerned also and felt that we needed extra funds to feed the regular volunteers. There was no appropriation for free lunches this year.

E. School Lunch Services

1. The School Lunch Services were showered with much praise this year. The teachers reported that a varied menu was prepared, encouraging children to try new foods. Portions seemed to be very adequate for youngsters, however, a few adults did not feel that the lunches were worth 55¢.

2. Meal time was a very good time for experiencing and learning the social graces. It was definitely a major part of the curriculum. Teachers and aides were encouraged to dine with the youngsters, but some felt that they could not afford it.

3. Sack lunches were prepared when any class went on field trips. This was good, however, problems arose when there were five or six classes and a few at a time went on field trips during the week. All those remaining were served cold lunches, sometimes, two or three days a week.

F. Related Health Services

1. In spite of a late start, the health services were very ably coordinated by Mrs. Jane Oki, Health Administrator, Summer Head Start. The Health program came under another component project and was administered by the Health Department.

2. There were complaints here and there from the teachers regarding the scheduling of some health services, but the majority of the teachers indicated that they were very satisfied with the health program. In fact, they welcomed the teams of doctors and nurses and included them as part of the curriculum.

G. Testing

1. No tests from OEO Washington were administered this year, which was a tremendous relief for the teachers.

2. The Department of Education contracted Miss Kathrine Beadle and Mr. Edward Hall as consultants to do some testing of Head Start & Follow Through children.

   Miss Beadle administered the Illinois Test of Psycho-linguistic Ability (ITPA), Peabody Picture Vocabulary Test (PPVT), Rutgers-Drawing Test, and Draw-A-Person (DAP) tests to a selected number of Head Start children living in rural areas.

   Mr. Hall had the teachers of Follow Through administer the Screening Test for Visual and Auditory Retention to all of the youngsters in the entire state.

Results and findings of these tests are in the office of Miss Mary Musgrove, Program Specialist, Preschool-primary Education, Department of Education.

IX. Recommendations

A. Training Session

1. The training session should be conducted as soon as school closes so that the programs can begin at the same time as other summer school classes.

2. Teachers and aides of outside islands should be notified at least two weeks prior to the target date.

3. Purchase Orders for expenses (transportation, room and board) should be processed in advance so that outside island participants need not be burdened financially.

4. Those traveling from the rural areas on Oahu should be given mileage. Outside islanders receive traveling expense.

5. The training session should be limited to 5 days with shorter hours daily. (8:00 to 3:00 p.m.)

6. The Department of Education should be placed on the first or second day of the training program. The hundreds of tiny problems should be cleared early in the training session. Anxious people make poor listeners.

7. Facility: Have a telephone hooked up at HIC for use by State and District administrative staff.

   Have a caterer serve box lunches at HIC. Lunch facilities were very poor.

8. Aides should be trained in Adult Education classes throughout the year.

9. Training session must help teachers learn to use aides and volunteers more effectively.

10. Follow Through aides should be included in training program.

B. Administration

1. An all out effort for earlier passage of Grants in Congress should be made. Some schools did not notify recipients until after the training period because the Grant was approved during the training period.

2. Representatives of all agencies involved should meet very early in the year for "a meeting of the minds." Administrative procedure should be clearly outlined at this meeting.

3. Prospective State Project Coordinator and District Coordinators should be designated very early so that the groundwork of operation can be laid out very clearly. Organization of the program takes time. In fact, there is need for a full time, year round coordinator to organize the program earlier and more effectively.

4. There should be a uniform registration/application form for all Head Start and Follow Through children throughout the state. The DE or OEO should issue the forms with instructions to keep them on file. The form should include income, number of children, ages, medical and dental care, other dependents, etc.

5. No class should be approved or started without documented income and family data information for both children and aides. Once a class is approved and begun, there should be no interruption to the class operation.

6. Multiple funding added to the confusion and uncertainty. Summer programs should be funded singularly or all monies, no matter from what fund, should be consolidated into one HS/FT General Fund to expedite bookkeeping and personnel management.

7. Teachers should be paid on the basis of their qualification and professional classification. All Head Start and Follow Through teachers are paid the same basic pay and it seems very unfair as some teachers are only high school graduates and others are class IV.

8. District Coordinators should be paid more as their hourly rate was below that of the teachers. Their employment period was longer so they seemed to be getting paid more, but hourly rate was found to be below teacher's salary.

9. Follow Through classes should be extended till 2:00 p.m. Children and parents preferred a full day. Teachers, also, felt the need of a longer day for these youngsters.

10. A minority of principals did not leave adequate instructions or make adequate arrangements to fully support the summer programs. When a preliminary memo is sent to the schools, it should state that schools applying for these summer projects are expected to cooperate by supporting the program. The schools must make available classrooms, office facilities, supplies, cafeteria and custodial help. It would help if principals could be made to feel that these programs are part of the school's regular program.